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CONTENTS

| | PAGE |
|--|-------------|
| A Poet Views World Affairs, <i>Archibald MacLeish</i> | 5 |
| The Postwar College for Women, <i>Helen D. Bragdon</i> | 15 |
| College Alumni and Citizenship, <i>Edward B. Bunn</i> | 23 |
| The Dumbarton Oaks Proposals, <i>Isaiah Bowman</i> | 32 |
| Education and the United Nations, <i>Walter M. Kotschnig</i> | 44 |
| The War Crisis, <i>Cloyd H. Marvin</i> | 55 |
| The Colleges in Transition, <i>Frank T. Hines</i> | 70 |
| Creative Arts and Higher Education, <i>Helen Peavy Washburn</i> | 84 |
| College Administration—A Science and an Art, <i>Daniel L. Marsh</i> | 95 |
| Should College Teachers Be Educated?, <i>Earl J. McGrath</i> | 106 |
| French Scholarships | 120 |
| Correction: Henry James' Article, December, 1944, <i>BULLETIN</i> | 121 |
| The Continuing College President, <i>Guy E. Snavely</i> | 122 |
| Liberal Education in the Veterans' Program, <i>Francis P. Gaines</i> | 124 |
| Book Review: | |
| <i>Beyond the Horizon of Science, Cloyd H. Marvin</i> | 129 |
| THE ACTIVITIES OF THE YEAR | |
| Report of the Executive Director, <i>Guy E. Snavely</i> | 130 |
| Report of the Board of Directors | 136 |
| Report of the Treasurer, <i>LeRoy E. Kimball</i> | 139 |
| Report of the Committee on Citizenship—College Alumni and Citizenship, <i>Edward B. Bunn</i> | 23 |
| Report of the Commission on the Arts, <i>R. H. Fitzgerald</i> | 143 |
| Report of the Committee on Insurance and Annuities, <i>W. E. Weld</i> | 147 |
| Report of the Commission on Liberal Education, <i>James P. Baxter, III</i> | 153 |
| Report of the Commission on Teacher Education, <i>Harry M. Gage</i> | 157 |
| Report of the Commission on Academic Freedom and Academic Tenure, <i>William P. Tolley</i> | 163 |
| Report of the Commission on Inter-American Cultural Relations, <i>Bowman F. Ashe</i> | 165 |
| Report of the Committee on Pre-Legal Education | 167 |
| Resolutions on Compulsory Military Training | 170 |
| THE OFFICIAL RECORDS | |
| Minutes of the Thirty-first Annual Meeting | 173 |
| Members of the Association | 181 |
| Constitution and By-Laws | 197 |
| Former Presidents of the Association | 201 |
| National Commission on Christian Higher Education Reviews Its First Year | 202 |
| Editorial Notes | 206 |
| Among the Colleges | 207 |
| New College Presidents | 211 |

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A POET VIEWS WORLD AFFAIRS

ARCHIBALD MACLEISH
ASSISTANT SECRETARY OF STATE

THREE are not many occasions when a man can begin a speech in the definite and foreseeable certainty that his audience will be disappointed. You were disappointed before I opened my mouth: you had expected to hear the President of the United States and instead you are obliged to listen to an Assistant Secretary of State. You will be even more disappointed before I have finished this sentence: you had expected that an Assistant Secretary of State would at least speak like one, whereas I propose to speak to you not as an officer of the Department at all but as a poet. I feel—and some of you I think will agree with me—that mere logic requires it. If poetry is relevant to the Department of State in the minds of some who read poetry as politicians, then the Department of State must certainly have relevance to poetry in the minds of those who read it as College Presidents.

And besides, there are practical reasons. I have been trying to learn to look at the world as an Assistant Secretary of State for twenty-one days—most of that time without either an office or a desk to help me. I have been trying to learn to look at the world as a poet for thirty years. How a man ought to see the world as an Assistant Secretary of State I am not yet certain. But I am very clear in my mind how he ought to see it as a poet. He ought to see it not with the eye of custom but with the eye of surprise. He ought to *see*, that is to say, what the rest of us merely look at and take for granted and therefore do not see.

It is a difficult skill to acquire—so difficult that few men in any time have mastered it. Certainly I make no claim to the possession of that true nakedness of eye. But even the effort to achieve it produces certain habits of observation which have, perhaps, their value. One learns that it is dangerous to ignore the obvious or to assume that what is said to be obvious really is. Or rather, one learns that it is precisely the obvious which, like the familiar word too long regarded, may come to look most strange. It is when familiar things look strange that a man first sees them.

The obvious thing, for example, to say about the Department of State is that it handles the foreign relations of this country. The fact is obvious. It is taken for granted. It is true. But is it really true? Where, for instance, have the relations of the United States and Great Britain been handled over the past two or three weeks? In the State Department and the Foreign Office of course. In the White House and in Ten Downing Street. But also, and with equal importance—conceivably with far greater importance—directly between the American and British peoples through the channels of the press and radio with the whole world looking on.

The relations of the American people to the British people and of the British people to the American people have been under direct and open and public discussion between the peoples themselves not only through the editorial exchanges set off by the London *Economist* but through the comments of other newspapers on those exchanges, and through the comments of the people on the comments of the newspapers. Moreover, the relations which were under discussion were the true and basic relations of the two peoples—the foreign relations upon which all other foreign relations depend. The question the editor of the *Economist* proposed for debate, whether he so intended or not, was the question whether the American people and the British people wish to work together or to work apart. There is no need for me to point out that that question is the most important question bearing upon the relations of our two peoples which could possibly be raised.

The fact that it is a question to which the answer is obvious in advance detracts in no way from its significance. We learned what we thought about the British in the Battle of Britain and the British learned what they thought about us during the years when our soldiers were billeted in British towns and during the terrible and gallant weeks when those same soldiers, with British soldiers at their side, fought and won the battles of Normandy and of France. The ill-tempered and often irresponsible criticism of the past few weeks on the two sides of the Atlantic never touched the basic reality of our mutual respect and admiration for each other, and the effort to endow those superficial exchanges with the importance of a solemn debate on the

fundamental issue of our willingness to work together was, to put it mildly, ill-considered. But the fact remains that the debate did, in fact, take place and that the peoples participated in it.

And the further fact remains that the incident is not isolated or peculiar: it is merely more dramatic because more dangerous than other instances of the same sort. The peoples of the civilized world—what we are accustomed to call the civilized world—are engaged in a continuing consultation through just such public channels of just such fundamental questions of their relations to each other—their “foreign relations.” Modern electrical communication has created in fact the Parliament of Man of which Tennyson dreamed. And the circumstances that it sometimes exists, in Carl Sandburg’s phrase, rather as a humiliating reality than as a beautiful hope, deprives its existence of none of its meaning. It is possible to dislike the Parliament of Man: there are those certainly who do dislike it, who would like to return to the old system of foreign relations conducted exclusively through the chancelleries in the secret codes. It is not possible to ignore it. The Parliament of Man is now convened in continuing and constant session without rules of order, limitations of debate or privileges of the house and those who refuse to take account of its proceedings may wake up to find that its proceedings have taken no account of them.

All this, of course, is obvious enough. Indeed, it is precisely because it is obvious that I take your time to talk about it. Everyone who has given ten minutes to the consideration of the facts, agrees that modern electrical communications are capable of altering the social structure of the world as modern air transport is capable of altering the geography of the world. The difficulty is that the admission of that fact is not followed by its recognition as a fact. People get used to the new and startling discovery without realizing what it is they have discovered. They do not see it though they look at it. Indeed, the more often they look at it, the more often they agree that it is there, the less they recognize it for what it is.

Air transport is an excellent example. There, as Air Marshal Bishop has pointed out in his *Winged Peace*, the practical men, the financial experts, the business authorities, continue to treat

as a theory what is already a condition. They refuse to realize that the world of four-hour Atlantic hops with all it implies is not a future world to be constructed or not constructed as we choose. It is a world which now exists in all its potentialities whether we wish it to exist or not—a world we must prepare ourselves to live in.

The same thing is true of the world of radio transmission. Instantaneous intercommunication between peoples—between peoples as peoples—is not something we can achieve or refuse to achieve as we wish. It is something which exists—which exists in all its potentialities—now. And which we will deal with now. Or fail to deal with.

We talk too much, as we look toward the future, of the new world we would like to create—the new world we propose to build. We talk too little and think too little of the new world which will exist whether we act to create it or not—the new world we have already created by an invention here, a development there, without altogether foreseeing, and certainly without intending, the total resultant consequences of our acts. I believe, for my own part, that we will have an opportunity at this war's end to build the world we want—such an opportunity as no generation has ever had before us. But I believe also that in building that newly imagined world we will have to take account of the world already newly built—the world we say we know but have never lived in—the world we cannot escape.

It is customary to speak of this new world of instantaneous communication and rapid transport as a world shrunk and shrivelled in size, a smaller world. But surely, if we are to talk in metaphors of that character, the world of air transport and radio communication is a world greater in size, not smaller in size. It is time, not space, which has shrivelled. And in this universe, whatever may be true of other universes, the contraction of time in this metaphoric sense means of necessity the expansion of space. To enable a man to cover four hundred miles instead of four in a single hour is to increase by a hundred times the space he can put behind him in any given period of time and to increase, therefore, in the same possible proportion the spaces of the world available to his experience.

And what is true of transport is even truer of communication.

A system of communication which is capable of delivering messages around the world almost instantaneously, is a system which increases the number and the distribution of human beings capable of communicating with each other. Indeed, it is precisely this increase in numbers and in distribution which gives modern electrical communication its principal significance.

It is miraculous and sometimes important to get an answer from Rangoon in a matter of minutes. It is far more of a miracle, and infinitely more important to put people everywhere in the world into common intercommunication with each other so that men can speak back and forth across the bands of time and the hours of the day and the positions of the sun, whether overhead or underfoot or rising or setting, in such a manner that the time, to all of them, is now. When, to that miracle of a socially expanded world, is added the other and related miracle of mass communication so that messages are carried, not to a single listener or to a few correspondents, but to millions of listeners, millions of readers, then the expansion in space accomplished by the contraction in time, is obvious indeed. A speech by the President of the United States which had once an audience of a few million straggling across the days and even weeks which followed its delivery, has now an audience of hundreds of millions at the instant it is spoken or within a few hours after.

Whether we like it or not we will find ourselves living at the War's end in a speaking, listening net of international intercommunication so sensitive and so delicately responsive that a whisper anywhere will be heard around the earth. There is a wonderful story you have all heard of the early days of microphones and public address systems—the story of the two well-wined gentlemen on one of the great trans-Atlantic ships who sat down to tell each other raucous stories after luncheon with a small, black, unfamiliar object on the table at their elbow. The shudder that went round the deck chairs and through the cabins as that unintended broadcast howled and boomed from the loudspeakers above decks and below was a presage of a world at that time unimagined—a world that now exists.

The question, then—the principal question in the field of foreign relations in our time—is this: what will we do with that world? How will we live in it? How will we prevent war and

preserve peace and attain the other basic objectives of our foreign policy in a world in which the substantial foreign relations of peoples are direct relations by direct and continuing communication with each other? How will we realize the tremendous promise of common understanding and mutual confidence which that world holds out? How will we avoid its dangers of bickering quarrels, whispered suspicions, inspired panics, fear?

There may be questions of greater importance to the future peace of the world than these. If there are I do not know them. If the direct relations of peoples to peoples which modern communications permit are relations of understanding and confidence, so that the men and women of the world feel each other's presence and trust each other's purposes and believe that the common cause of all the people everywhere is peace, then any reasonably intelligent organization of the world for peace will work. If, however, the direct relations of the peoples with each other are relations of doubt and suspicion and misunderstanding then no international organization the genius of man can contrive can possibly succeed.

Believers in the people have always felt that if the men and women of the world could reach each other across the apparatus of their governments they would recognize each other, and understand each other and find their common purpose in each other. It is now technically possible, or all but technically possible, to realize that hope, at least so far as the industrialized nations of the world are concerned. Is it possible to realize it politically and socially also? And if so, how?

One practical way to answer that question is, of course, to deny that the hope has any basis in fact. Which is another way of denying the belief in the people on which the hope is founded. Governments like the Nazi government in Germany and the militarist government in Japan have no difficulty with the new world of international communication. They exclude it so far as their own people are concerned, and for the rest betray it. Japanese radio sets were controlled by law before the war to prevent the reception of broadcasts originating outside the Japanese islands, and the Nazi leaders made the perversion of radio communication a principal instrument for the befuddlement and deception of their own people and the beguilement and deception of their neighbors.

For the democratic nations, however, and particularly for our own nation which has made the belief in the people its deepest and most enduring earthly belief, there is no easy escape by suppression or by fraud from the question technology has posed for us. Believing in the people, we believe necessarily in the people everywhere—not the people of this country only or of any other single country but throughout the world. We believe, that is to say, in the dignity and decency and good will of men as men wherever they are free to act and think as men. We have no choice, therefore, but to face the question in the terms in which it is asked and to make our answer.

If we believe in the people—in their motives and their instincts and their purposes as the people—we believe necessarily in communication between the peoples. We believe in the greatest possible freedom of such communication. Freedom of communication, freedom of exchange of ideas, is basic to our whole political doctrine. But at the same time we cannot help but realize that complete freedom of international communication, particularly when that communication is instantaneous and has all the emotional urgency of immediate and first-known things, can be dangerous also. We have seen skillful and dishonest demagogues pervert the instruments of international communication to their own purposes without the knowledge of their victims. And we have seen honest misunderstandings blown up into critical issues by ignorance and hysteria. We should be less than intelligent and certainly less than realistic if we did not take account of these things in deciding how we propose to live in the world we shall have to live in.

To me—and I must repeat again that I am speaking here for myself and not as an officer of a department in which I feel myself still strange—to me there is only one possible answer to this question from the democratic point of view—at least from the democratic point of view as we, in this country, hold it. The only possible protection against misuse of international communication, or misinterpretation of international communication, is not less communication but more.

We cannot exclude communication from this country without being false to every principle upon which this country was founded, and we cannot barricade ourselves against the inter-

change of ideas without implying a mistrust of the ability of this people to separate the true ideas from the false which would be unworthy of any believer in the proposition of Thomas Jefferson and Abraham Lincoln. Let us be clear and clean and honest on that point first. No amount of metaphoric verbiage will ever obscure the fact that those who would keep the knowledge of ideas from the American people declare by that action that they do not trust the American people to know the true from the false, the decent from the vile, the pure from the impure. In a country in which the people are sovereign by basic law and the right of the people to decide for themselves has been established by constitutional guarantee, such a purpose is, in the most literal sense, subversive. Until the people decide for themselves, by constitutional procedure, to protect themselves in time of peace from the seduction of any man's words or any man's notions, it hardly lies in the mouths of others to protect them from themselves.

If that is clear—if it is clear that a democratic nation cannot protect itself from the risks of modern communication by less communication but only by more—the practical question for discussion becomes the question how and in what way communication between the democratic peoples of the world shall be increased and supplemented when it is necessary to increase it. If we are to meet the danger of misunderstanding by more understanding, and of ignorance by greater knowledge, and of incompleteness by completeness, how are we to proceed?

There may be occasions when it will be necessary for some agency of government to correct false statements capable of doing mischief. It may be desirable under certain circumstances to require the propagators of ideas to identify themselves and take responsibility for their doctrines in international communication as they do in ordinary conversation. But by and large the answer to the question of more communication internationally, like the answer to the question of less communication internationally derives, for us at least, from the basic principle on which this nation was established.

Those who believe in the people must believe that if the peoples of the world know each other and understand each other they will be able to deal with the distortions and the lies them-

selves. What is essential, then, is not to correct each mischievous inaccuracy, each intended falsehood, each outburst of divisive propaganda. What is essential is to see to it that the peoples of the world know each other as peoples, that they understand each other as peoples. For if they know and if they understand they will fill in the gaps for themselves as they have been filling in the gaps for centuries—for countless generations. They will allow for the falsehoods as they have always allowed for them. They will trust in common human nature to set things straight.

The people are wiser over centuries and generations than those who think themselves far wiser than the people. They have the easy-going, sage, salt, human wisdom of the anonymous proverbs which no man ever signs because no man has the right to sign them. All they need to be wise with each other is the sense of each other—the human sense of each other as human beings.

It is a curious thing—a thing which will seem curious to our successors in this nation—that the phrase we have used for this kind of added international information—this supplementary and saving information to the peoples about each other—is the phrase “cultural relations.” What we mean, of course, is something quite different from the popular meaning of those words. What we wish the people of other countries to know about ourselves, and what we, for our part, wish to know about the peoples of other countries, is not the condition of culture in the popularly distorted sense of that term. What we wish to know, and what we wish them to know, is something far deeper and far wider. We want men and women in other continents to know what our life as a people is like, what we value as a people, in what we are skilled and in what not skilled—our character, our qualities, our beliefs. We want them, when they hear or read of this dramatic event or that, to think at the same time who we are, what we are like—and, therefore, how the event should be interpreted. We want them to know our habits of laughing and of not laughing so that they will hear not only the words but the tone too, and understand it. We want them to have the sense of us as men and women as we wish, too, to have the sense of them. Knowledge of all these things is, it is

true, a knowledge of culture but it is more than that. It is a knowledge of character. It is a knowledge of men.

Any man who wishes seriously to quarrel with a phrase, however, must have a better phrase and I have none to offer. I have only the deeply held conviction that the thing this phrase intends is, of all the things a democratic government can do to make the new-built world of international communication habitable, the most important.

What is unfortunate about the current designation is its suggestion to certain minds that a program of cultural relations is a decoration, a frill, an ornament added to the serious business of the foreign relations of the United States. You gentlemen, who know that a nation's culture is a nation's character, would not so interpret it but others do. And when they do, they endanger the best hope this country now possesses of preparing the climate of understanding in which peace can breathe. The people of the five continents and the innumerable islands can only live together peacefully in the close and urgent contact of modern intercommunication, if they feel behind the jangle and vibration of the constant words the living men and women. It is our principal duty, because it is our principal opportunity, to make that sense of living men and women real. Our country, with its great institutions of education and of culture, is prepared as are few others, to undertake the work that must be done. If we will undertake it, believing in it with our hearts as well as with our heads, we can create, not only peace, but the common understanding which is the only guarantee that peace will last.

THE POSTWAR COLLEGE FOR WOMEN

HELEN D. BRAGDON

PRESIDENT, LAKE ERIE COLLEGE

NO one welcomes with eagerness the responsibility for comment on the probable future of anything. The consciousness of unsolved problems of past and present, when facing the future, reminds one of the commuter's wire to his chief, "Will not be at office tomorrow. Not home yesterday yet."

The attempt at prediction inevitably contains speculation, even, in this case, with the help of such excellent commission and committee reports as that of the Commission on Liberal Education of our own Association, of the Committee on College Women Students and the War appointed by the American Council on Education, of the 1944 Annals of the American Academy of Political and Social Science, and of editorials, articles and study projects of the American Association of University Women, as well as reports of individual college presidents and postwar planning committees. But as Dr. Elliott of Purdue University commented in reviewing "Higher Education and the War," we must "know the facts, must interpret facts without bias, and must devise plans that take into account the limitations of graceful idealism when faced with the grim realism of a war-infected world." Such necessity for knowledge of facts, for careful interpretation and wise planning, is all the more important for administrators in the field of education for women, since the movement is relatively young, and the style prescribed by public opinion for its development has been a part of this graceful idealism.

Approximately a century ago, the female seminary movement in this country was a pioneer movement. Even fifty years ago, the movement for a college education for women still had its pioneer characteristics, as the testimony of a friend of mine, a student of those days, reveals:

It is now fifty-four years and three months since I entered college. . . . It was then positively believed there were two kinds of minds—male and female. The male mind, strong and vigorous, had a long reach and was fitted to pluck the heavy fruit from the upper branches of the Tree of Knowl-

edge such as Greek, all branches of higher mathematics including calculus, analytics and conic sections, and astronomy and logic. The female mind must be content with the smaller fruit on the lower branches, such as literature, with emphasis on the reading of poetry, rhetoric, very little Latin, and modern languages. Then, too, there was the question as to whether a woman had the physical strength to endure the mental strain of such study. It was a transition period. Gymnastic teachers (as they were then called) were turning from the slow-motioned, graceful movements of the Delsarte system to the more strenuous exercises advocated by Sargent of Harvard. We were watched and were told to watch ourselves (which we did, stopping at the least twinge). We were plied with questionnaires as to whether we studied best just before or just after drinking a glass of milk, and the effect of eating a cracker on the solution of a geometric theorem.

The postwar needs of women students, also, are before us. They are discussed rather fully in the reports of various commissions and committees mentioned, following the emphasis that many needs are common for men and for women.

The Subcommittee on Women in College of the Commission on Liberal Education of this Association, for example, has pointed out that "nations must look largely to its young women, to cultivate and transmit to the future those values commonly derived from the disciplines." It has urged qualified women to stay in college. It has outlined the probable dislocation in work experience for many women after the war, the emotional and economic adjustments necessary for thousands of them, the need for new understandings concerning the importance of the home and the responsibilities of citizenship, and the challenge of a tested philosophy of life.

The Committee on College Women Students and the War of the American Council, in a bulletin of February, 1944, has suggested the following as postwar needs for the services of women.¹

1. It will be desirable, from everything known now, for a woman to be able to support herself through service in some profession, skill or art.

2. College education will certainly be necessary as a pre-

¹ "Higher Education and National Defense," *American Council on Education*, Bulletin No. 63, February 21, 1944.

requisite for most of the professions, and will be highly valuable in other fields.

3. It would seem that, in the future, there will be much demand for women in teaching, nursing, medicine, social welfare work, housing, public health including nutrition, recreation and in the natural sciences concerned with these lines.

4. A sound knowledge of at least one region of the world and a command of foreign languages will be valuable for certain lines of work and for citizenship.

5. College education should include the preparation of women for home life, human relationships and good citizenship.

The findings of these two committees outline the larger needs, responsibilities and opportunities for educated women. What, then, should be the role of the women's colleges in relation to these questions and to other similar ones, in the postwar period? The fact that we are so hesitant about the answers puts us in a situation somewhat similar to that of two men in a country store who were looking pleasantly at one another but not speaking. Said a third, "Abel, you know Bob, don't you?" "No," said Abel, extending a hand. "We've howdied, but we ain't shook."

Colleges for women, as such, must have more than a bowing acquaintance with their potential contributions in the postwar period. These contributions may not be unique, but they can develop characteristic high points of special emphasis. A successful meeting of pioneer needs a century ago, continued tradition and present social prestige are not sufficient offerings for the sobering days ahead. We do not wish to be in the former, but rather in the latter classification which a flustered and confused introducer used for his former favorite and famous professor, "Now we are privileged to hear my veneered and renovated friend and teacher, Professor Jones."

What, then, are these high points of special emphasis? I propose to suggest these in their relation to general education, to competency in a special field and to a particular type of organization,—colleges for women.

You will perhaps recall the objectives outlined in "A Design for General Education," a design created particularly for the armed forces in the period between cessation of hostilities and demobilization, and on the level of the senior high school and

junior college years. Dean T. R. McConnell states eleven elements of general education, similar to these, for the college liberal arts program.² To review them briefly, they are as follows: effective communication, emotional and social adjustment, health—mental and physical, cooperativeness, attitudes and knowledge for family life, intelligent citizenship, understanding of scientific method and attitude, appreciation of and creative activity in the fine arts, determination of personal and social values, critical thinking and a plan for socially useful service suited to talents and abilities.

Surely these are general education objectives for any human being qualified to profit by study directed toward them. But women's colleges have the opportunity to recognize, in their general education program, such considerations as these: that several prewar studies of test results have revealed higher scores for women, as a group, in some fields such as English, literary acquaintance, fine arts and foreign literature; and lower scores in science and mathematics. There is also the probability to be faced that for thousands of women the abilities, attitudes, appreciations and skills for sound emotional and social adjustment, for health, for cooperativeness and for vocational planning must be wrought out of experiences and environments almost the exact opposite of those of their brothers, friends or husbands. There is the opportunity to recognize that women have had, and will in all likelihood continue to have, the major responsibility in establishing the home foundations for a sound family life, and many of the community foundations. Whether the approach is made through child psychology, sociology, consumer economics, home economics, or a combination of these, colleges for women have a remarkable opportunity to establish a relation between general education about home and family life and the broad implications of the liberal arts.

Colleges for women may well recognize these facts and trends in setting up or revising their programs for general education. When we come to consider what is usually the work of the last two college years—the pursuit of a field of special interest, aiming toward a reasonable degree of competency in that field—we

² "Higher Education and the War," *The Annals of the American Academy of Political and Social Science*, 1944.

find a demand for re-evaluation of liberal education in the senior college. Many leaders, however, have presented their convictions with women students in mind. President Emeritus Park of Wheaton College, in his 1944 report, speaks of the liberal arts studies as affording students "a deeper, broader, better ventilated and better lighted inner life, which in turn makes them in the long pull more valuable at any job they take up."³

President Lynn White, of Mills College, maintains that the re-evaluation mentioned is a very definite responsibility for the women's colleges, especially since they have escaped many of the war pressures under which other institutions have operated. He sees the opportunity for the reconstruction of humanism, and in his Inaugural Address made five propositions:⁴

American studies must be cultivated and encouraged until they become the foundation and center of all humanistic education in this country, the intellectual common denominator of cultivated Americans, and the natural point of departure for explorations further afield.

In the reconstructed humanism of the future no major segment of mankind can be neglected. Around the firm nucleus of American studies should ideally be grouped curricula covering not merely Europe but also Latin America, the Far East, Russia, India, and Islam.

The study of religion in all its aspects must be made an integral part of humanistic education.

The gulf separating humanists from scientists must be bridged by the intensive study of the sociology, history, and philosophy of science and technology.

Just as humanists have at long last accepted laboratory science as essential to education, so they should recognize the equal importance for a student's development of experience in the skills of the fine arts.

Other educational leaders have gone on to emphasize that the mastery of subject matter and the excitement of learning must be linked to conditions in the outside world, and to the development of social responsibility in the woman student. President Jordan of Radcliffe College has spoken of the need he sees for women graduates with "a tempered mind, a sense of social morality, and of personal dedication." The Honorable Chase Going Woodhouse, of the Institute of Women's Professional Re-

³ Report of the President of Wheaton College, 1944, p. 15.

⁴ Inaugural Address of the President of Mills College, October 6, 1943.

lations, has said, "For what then are we educating women? I would say, in brief, to be worthwhile persons, and each to carry a social responsibility commensurate with her ability."⁵ President Warren, of Sarah Lawrence College, in stressing the responsibilities of faculty members in relation to the curriculum, comments:

They must be keenly aware of all the ways in which these young women are going to function. They must make such use of literature, economics, philosophy, anthropology, history and science as to help each one to work out for herself a sense of proportion, of relative values, a sense of direction, ability to work efficiently and easily, and understanding of the important factors in the culture in which she lives and in other cultures, and an understanding of herself and of other people and their motivations.⁶

Professor Isabel Stearns, in an article in the *Smith Alumnae Quarterly*, has emphasized that the "value of college lies not in immuring the student but in permitting a directed and significant relationship with the outside world. . . . The college should use every opportunity to awaken the student's imagination about life outside its own domain."

These statements reveal aims for the realization of the tangibles and intangibles of general and specialized education—the realization that women should be educated human beings first of all, then women citizens, homemakers and workers with social responsibilities.

Let us return now to a question phrased previously: Should separate colleges for women, because of their type of organization, make a specific contribution to postwar opportunities in education for women?

First of all, it seems evident that the women's colleges can find their best and most characteristic future in the group of the small or the smaller colleges, for ever since their founding, they have emphasized attention to the individual student and a high faculty-student ratio. Examination of the 1941 enrolments listed for women's colleges shows that approximately seventy-five per cent of them enroled less than five hundred students.

⁵ Woodhouse, Chase Going, "Education of Women as Persons," *Journal of National Association of Deans of Women*, VII, 4, p. 159.

⁶ Warren, Constance, "For What Are We Educating Women," *Journal of National Association of Deans of Women*, VII, 4, p. 154.

In this connection we are reminded of a warning of Dr. Norman Foerster, "In the contest between the college and the university, the college that tries to survive by imitating the university will simply commit suicide, because the university is far better fitted to carry out the program of power and service."⁷

In finding their own style, many women's colleges have also established a counseling program with stress upon student self-education and self-discipline, and they operate in a small enough area to gauge the results of such aims and guidance.

Again, because of smaller size and the aims mentioned, colleges for women may find it logical, and I think desirable, to have a more intensive admissions process than is possible for the coeducational college or university. Resident coeducational institutions may exert as high a degree of selectivity because of their equally large number of applicants, but the separate colleges should be able to employ more extensive criteria and intensive consideration for acceptance. Like other accredited colleges, presumably they will require in the postwar period a less rigid pattern of units for admission, use more tests of accomplishment and ability to determine fitness for entrance, and admit candidates from more heterogeneous backgrounds—but we are still a long way from adequate acquaintance with the experiences, aspirations, convictions and values held by members of the incoming freshman class.

Acceleration has not been a pattern frequently adopted by women's colleges during the war, nor does it seem likely to be adopted by them after the war. In a sectional meeting of this Association two years ago, however, strong approval was expressed for summer work as field work connected with the college experience, such experience to be considered as a year-round unit.

A fourth advantage which can come from the type of organization is the higher degree of participation of women students in experience outside the classroom. In a small college for women, that proportion is nearly one hundred per cent. If the women's colleges are to have returned women veterans in their student bodies, this area of student participation, together with field work

⁷ *The Future of the Liberal College* by Norman Foerster. D. Appleton-Century Co., New York, 1938, p. 79.

opportunities in connection with the curriculum, should have much to offer.

Such participation may furnish the fundamentals for everyday living, and this Association has placed much stress upon the obligations of an educated citizenship. The Commission on Liberal Education has pointed out that women "are under obligations . . . to do their fair part in all of their social relationships, participating in the personal life of the family and in that of the state." Perhaps one of the principles defined at the 1944 International Educational Assembly at Hood College, however, summarizes well the desirable points concerning this objective:

We believe that world realities call for the development of citizens whose loyalties to their nation are deep and unshakable, and who also understand the world in which they live, appreciate the value and necessity of world cooperation, recognize the dignity, equality and brotherhood of people of all nations, and use full intelligence in attempting to solve problems of international relations.

The college for women will live with vigor, it seems to me, if it implants into students' minds and hearts, and helps them acquire for themselves the passion for knowledge and truth, an emotional maturity, deep loyalties, lasting spiritual resources, and the sturdy willingness to contribute thinking, judgment and cooperative action in the difficult, chaotic war and postwar times ahead.

COLLEGE ALUMNI AND CITIZENSHIP

EDWARD B. BUNN
PRESIDENT, LOYOLA COLLEGE

THE Commission on Training for Citizenship is in a paradoxical situation. Apparently it has little to report and yet what it has to report is of great significance. Seemingly it has undertaken no great project, and yet what it has undertaken is tremendous in its aim and of far-reaching importance for the future.

When the Commission was organized in late September of 1943, a representative body of people assembled in the Hotel Roosevelt in New York and discussed the necessity for educating the men in service abroad and at home in the duties, responsibilities, functions and procedures of their citizenship with a view to more active participation of college men and women in political life at the grass roots level. They wanted the college alumni to be equipped with a knowledge of the pressing international and national problems for the effective and intelligent use of the ballot in shaping the policies of our government.

This was a large order. Groups were already at work throughout the country striving in various ways to organize agencies to fulfill some phases of this general aim. A committee of the American Council on Education for in-service education of soldiers and sailors had already prepared the first draft of its program which has since been completed and is now published under the title, "A Design for General Education." The Universities' Committee on Postwar International Problems, under the chairmanship of Professor Ralph Barton Perry, had been operating most successfully in preparing the manifold problems involved in international relations for the organized study by faculty groups in the various colleges and universities which desired to participate.

The question before the Commission at its inception was how to use the work of these agencies in imparting the information to the alumni in the Armed Forces, and to prepare the material attractively for this purpose. It was decided to enlist the support of the alumni publications, and the Presidents of the colleges

were requested through a letter from Mr. Arthur Vanderbilt, Dean of the New York University Law School and the first Chairman of the Commission, to cooperate toward this end.

The pressure of his responsibilities at that time compelled Mr. Vanderbilt to resign as chairman, and he was succeeded by Mr. Robert L. Johnson, President of Temple University. Both Mr. Vanderbilt and Mr. Johnson spoke on the importance of the aim and work of the Commission at the last convention of the Association of American Colleges.

At a future meeting of the Commission it was decided to adopt *HUMAN EVENTS*, edited by President Morley of Haverford and Mr. Frank C. Hanighen, as one form of interesting, informative and significant material which college and university publications might find useful for sending to their alumni in the Armed Forces. This was made possible by a grant from the National Foundation for Education in American Citizenship. A three-months' subscription was given to the presidents of colleges of the Association of American Colleges accompanied by a letter from Chairman Johnson.

There was some definite response to all these efforts, but it was certainly not universal. First of all, college and university presidents were confronted with a multiplicity of difficult problems and could not give the attention to the project that its importance deserved. Secondly, there was the difficulty of getting the information organized and sending it to all alumni in the Armed Services, and, finally, the Commission could not secure sufficient subsidy to carry out the program on the scale it contemplated.

In this connection it is interesting to note that the American Legion has taken the objective of our group and is conducting a campaign for a million dollars to instruct returning veterans on the fundamental principles of American government.

There was another phase of the Commission's work just as important; namely, its efforts to secure the establishment of post-war discussion forums in communities throughout the country with colleges and universities as the centre to properly organize and conduct them. They have been carried on successfully in a number of communities, with even notable results in some.

For example, in the book "Citizen, Plan for Peace," Temple

University's 1943 Institute for Postwar Planning suggests methods by which citizens can work together to discuss and plan solutions to current problems.

One of the Commission's functions is to spread the knowledge of the results of such discussion as a guide and incentive for initiating similar projects in other parts of the country and throughout the Armed Forces. It is in this work that the need for the Commission on Training for Citizenship becomes keenly felt, and the significance of its aim more clearly realized, with the consequent growing enthusiastic cooperation by the greater number of serious-minded people.

The international political developments in the world today can leave no doubt of the wisdom of initiating such a Commission and the great and necessary tasks that lie ahead for its responsibility to seize and carry through by immediate action, as well as long-range planning.

We have come to see that no makeshift policies of compromise can bring about true and permanent peace and avoid a future cataclysm of horror unimaginably more horrible than the present one. As Ivor Richards says: "Which do we Americans, British, Chinese, Dutch, Russians, want most: power, wealth, place, etc., for our own group—however splendid its history or its promise—or a decent world community which can and will guarantee for every group and every individual a just equality of opportunity? If we cannot answer this elementary question, no international machinery will keep us from future wars fought in still more dreadful modes."

We are determined to answer this elementary question and work in the sweat of hard thinking, strong resolution and painstaking and patient effort for a decent world community which can and will guarantee for every group and every individual a just equality of opportunity. The word "citizen" already has gripped the minds of educators today and is beginning to assume the significance with which the founders of our Constitution conceived it.

Responsibilities, duties and rights of the citizens were basic in their concept of the democracy they founded. It was expressed in their first principle—men are endowed by their Creator with inalienable rights. The Bill of Rights and the entire Constitu-

tion are its concrete and logical application to every man's freedom in our American political society.

Our democracy exists for the opportunities it affords for the human progress, advancement and perfection of all its citizens. They therefore share, as individuals, the responsibility to preserve that democracy by their integrity, their knowledge and understanding of its principles, its constitution, its laws, its history, and by fulfilling the obligation to use the ballot effectively for this purpose.

To attain the public welfare in the most human sense should be the goal of the efforts of all the citizens on the basic principle of the just equality of their inalienable rights and corresponding duties. In its basic structure the American democratic polity is absolutely unique among the democratic political societies of the old world, past or present. These are the results of social growth finding expression in political expedients.

Our democracy, from its very inception, was established on the acceptance of a principle which flows from the traditional philosophy of Plato and Aristotle, illuminated, developed, chastened, strengthened and impregnated with the truths of Hebraic and Christian revelation.

While this principle was not applied with perfect justice by all its citizens in the history of America's growth, it did constitute an ideal and was the ultimate basis for decisions in our courts. Moreover, it was the source of unity for men and groups of divergent creeds and diverse classes from the earliest days of our national existence. Individuals and groups have violated its sanctity in practice through social conflicts, prejudice and bigotry, but no large body of Americans has ever denied its truth.

In other words, our unity in America is not that of political compromise as an expedient, but the unity of a philosophical and religious ideal as citizens of a democracy that is not exclusively functional in the kind of society we possess, but in its development only, within the unalterable frame work of its structure and its aim.

In 1938, at a convention of this Association, Heinrich Bruening, last Chancellor of the Weimar Republic, said: "Only by fighting for an ideal based on principles which can never die as long as our Western civilization shall exist, can we start an

ideological offensive against totalitarian ideas based on principles of force. Only through education can we acquire a knowledge and understanding of those principles of democratic life, and the ability through speech and writing to communicate them."

And this was said at a time when democracies were being held up to ridicule by the totalitarian powers and when many in our own land began to doubt democracy's efficacy as a result of the world depression.

A year later, 1939, Thomas Kelly, a magnanimous Quaker, wrote: "One returns from Europe with the sound of weeping in one's ears, in order to say 'Don't be deceived. You must face destiny. . . .' An awful solemnity is upon the earth, for the last vestige of earthly security is gone. *It has always been gone*, and religion has always said so, but we haven't believed it. . . . One comes back from Europe aghast at having seen how lives as graciously cultured as ours, but rooted only in time and property and reputation . . . are now doomed to hopeless, hopeless despair."

Little over one year ago an epochal event occurred in this country when the three faiths made an unanimous declaration in seven points as an indispensable condition for permanent peace. The first of these points reads as follows: "The organization of a just peace depends upon the practical recognition of the fact that not only individuals but nations, states and international society are subject to the sovereignty of God and to the moral law which comes from God."

The second point is, "The dignity of the human person as the image of God must be set forth in all its essential implications in an international declaration of rights and be vindicated by the positive action of national governments and international organization. States as well as individuals must repudiate racial, religious or other discriminations in violation of those rights."

The fundamental principles of all these declarations are the same principle of our Constitution upon which rests the rights and duties of the American citizen. Ours is a government of the people, by the people and for the people. There are no masses in our concept of democracy.

As Pope Pius VII said in his Christmas message advocating

true democracy, "the state does not contain in itself and does not mechanically bring together in a given territory a shapeless mass of individuals. It is, and should in practice be the organic and organizing unity of a real people. . . . The people lives and moves by its own life energy; the masses are inert of themselves and can only be moved from outside. The people lives by the fullness of life in the men that compose it, each of whom—at his proper place and in his own way—is a person conscious of his responsibility and of his own views."

Who is expected to lead our people except the alumni of our universities and colleges? They should be the men and women who constitute our legislative bodies. In the words of Pope Pius VII, "Men chosen for their solid Christian convictions, straight and steady judgment, with a sense of the practical and equitable, true to themselves in all circumstances; men of clear and sound principles, with sound and clear-cut proposals to make; men, above all, capable, in virtue of the authority that emanates from their untarnished consciences and radiates widely from them, to be leaders and heads. . . ."

For this very reason the first efforts of the Commission on Training for Citizenship were exerted to present the problems to our alumni in the Armed Forces. Unfortunately, no people are more unaware of the problems at present than our soldiers and sailors whose mental and physical efforts are absorbed in fighting the war. When many of them return they are like men coming out of a mist, and yet, by the use of the ballot, they will exert the greatest influence in political life.

The future work of the Commission, therefore, looms large in the multifarious possibilities for the education and guidance of the returning veteran in the numerous problems he will be called upon to face in the exercise of his own citizenship, and the leadership of others.

The alumnus must seize these problems at once if we are to have what Cordell Hull calls "the people's peace." He must learn the patient and intelligent procedures for reaching conclusions through discussion and conference. For this he requires an understanding of the ideal, as well as the possession of, and accurate knowledge of, the problems themselves.

To assist these men is the task your Commission on Training

for Citizenship is undertaking. It does not want to duplicate agencies, but rather to utilize them, organize and unify their work for the specific purpose of equipping the alumnus and student to become himself an outstanding citizen, with the ability, motivation and determination to participate in the social and political leadership of our democracy.

This cannot be accomplished mechanically. There is no recipe for making such a citizen and leader. It involves first of all the educational emphasis of the ideals on the students from their earliest years. This is not specific to any particular fields of specialization, but is presupposed in all fields.

Such training is even more necessary for those who become experts in the professional science and art of politics and diplomacy. Finally, it involves that provision be made by higher education itself, through its influence in the community, to furnish the men and women leaving college who desire to enter politics, with the opportunity to pursue such a course with respect and dignity.

The college is in an excellent position to offer these opportunities. From the standpoint of the alumnus it holds a revered place in his affections and esteem. Throughout the vicissitudes of the war, the colleges have been remarkably faithful to their former students. There has been a constant chain of communications manifesting personal solicitude for the welfare of its sons, informing them of the legislation pertinent to their future, advising and planning courses for their educational advantage. In fact, there is no institution at home to which the men in the Armed Forces feel more attached, save the home itself, than the colleges. These bring to mind the most pleasant and happy memories. Men even on furlough exhibit that attachment for old teachers and administrators and this furnishes the most solid groundwork for inspiring confidence and openmindedness conducive to accepting the guidance which can direct the alumnus to the preparation and activity calculated to make him an effective citizen and civic leader. Colleges and universities now should utilize fully this opportunity for solidifying the attachment of alumni in the Armed Services to their Alma Mater, by organizing all their agencies of contact with the alumni, and by planning procedures for directing activities to political participation and leadership.

From the standpoint of the community, the colleges and universities are in an equally favorable position. The public record of the contribution of institutions of higher learning in preparing the men for the Armed Services, is most impressive. The sacrifices of their faculties in performing their arduous tasks are equal, and most often greater than those of any other single group in the country. The numerous and radical adjustments in schedule, curricula and administration to meet the ever-changing needs of fighting a total war, has won them the sympathy and admiration of business, industry, and above all, the civilian and military officials of our Army and Navy. In spite of criticism of the colleges and universities, all are beginning to see that the quality of the men who have left the campuses to enter the service is due primarily to the influence of their education. Furthermore, all are beginning to see that the hope for peace lies in the work of these same institutions to educate for this purpose. The position therefore of leadership in the communities by the colleges and universities, has become more firmly fixed in spite of low enrolments and low income with the consequent struggle against deficit and debts. All are coming to realize the truth of the words spoken by G. Stanley Hall in 1924: "Education has now become the chief problem of the world, its one holy cause. The nations that see this will survive and those that fail to do so will slowly perish. There must be real education of the will and of the heart as well as of the intellect, and the ideals of service must supplant all selfishness and greed. Nothing else can save us."

After concluding his address, President Bunn reported the following as secretary of the Commission on Citizenship:

It has been the Commission's ambition to get out a bulletin to start the process of citizen education among the Armed Services. At the meeting yesterday, Dean Mosher, who had been delegated as the Editor, presented the first copy of the bulletin to be called TREND, sample of which I have here.

The question now is to find a subsidy for maintaining its publication and its distribution to the alumni in the service. It was decided that the cooperation of the presidents of the colleges and universities be sought again for sending the bulletins to their

alumni. It was recalled that the Association last year unanimously voted to give its complete support to the work of the Commission through the presidents of the member institutions of the Association. Therefore, the Commission proposes that the Association adopt a resolution calling upon the presidents of its member constituents to assume the responsibility for getting this bulletin into the hands of all service alumni. The Commission further asks the Association to endorse two resolutions: first, that the Association of American Colleges offer the United States Government its program for training the men for active participation in citizenship, and second, that the presidents of the Association and the chairman of the Commission be authorized to present this proposal to the Secretary of State, the Secretary of War and the Secretary of the Navy as a matter of immediate urgency and of primary importance for the life of American democracy. The Commission further decided that a list of recommendations be made and sent to college presidents of the ways in which the institutions can implement and carry out the program for the training of citizens in their institutions and communities.

THE DUMBARTON OAKS PROPOSALS

ISAIAH BOWMAN

PRESIDENT, JOHNS HOPKINS UNIVERSITY

THROUGHOUT the world, in hundreds of tongues, men are asking for consummation of the hope that powerful states intend to make all peoples secure against aggression. The general striving for world security represents a political force that we hope may become irresistible. The possibilities are in every mind. Public will and national policy seem at last to run in parallel courses. Citizens everywhere are not only asking the right questions about the problems involved, they are searching earnestly for answers.

It is a hopeful sign that the instrument known as the word (idea) is thus brought to bear on foreign policy. It is the fore-running condition of a democratic peace.

The Dumbarton Oaks Proposals are not intended to be a treaty ready-made for public acceptance. Rather, they form an instrument for focusing world thought upon certain ideas and problems that will confront the treaty makers. They represent a first official attempt to outline specific ways and means whereby peace may be secured and to test the relevant ideas in the crucible of popular debate.

Peace involves the solution of problems that men have not been able to solve hitherto because of the recurring temptation to assume dictatorial power, to command events and to gain selfish and evil ends through economic and military pressures. A greater power, that is, an alliance of powers, has been the historical answer to concentrations of power designed for world conquest. In the face of a common danger an alliance is cemented together. When the danger is over, the cement tends to crumble, and the alliance weakens as national interest again becomes exclusive.

In theory, the problem may seem insoluble. The pessimist accepts the fact of universal and timeless human shortcomings. The appeal to past failures of world organization relaxes effort on the part of those who avoid the arena, preferring to dream in walled gardens. They consider it neither smart nor sophisti-

cated to strive or hope for the welfare of the millions who pay the price of failure.

The latest attempt, mourns the pessimist, represents only "the unsupported faith of idealists." "Our intelligence," says one philosopher, "is the faculty by the aid of which we comprehend that all is incomprehensible."

Success for which we strive today turns largely on *the wide recognition of national interest* in an international undertaking for peace. The narrowest view of our welfare that we may entertain, as well as the broadest, drives us to seek a world solution. Assume that our constitutional system is the best in the world. Assume that always and everywhere we start with national interest. What is the next step? Is it not to place ourselves in Moscow, London, Chungking and a score of other capitals, and look at the national interests of our Allies?

The peaceful adjustment of inevitable conflicts of national interest is the core of the problem. No peace can last that fails to take account of conflicting as well as parallel hopes, fears, ideas and desires, in time of peace as well as in time of war.

In the swift flow of events, we have only moments in which to decide upon a course of cooperative action for peace. We haven't time in which to convert the world to a set of abstract principles, or inviolable political doctrines, our own or those put forward by others. Nor can we insist upon a specifically Christian peace, or Moslem peace, or Hindu peace. We haven't time, even if we had the will, in which to conquer the world by the sword in the name of the Cross. A missionary task uncompleted in 1900 years past cannot be done now in six months.

We frankly desire less than this. It is not conversion but restraint that we seek, the general acceptance of "moral harness," of that "line of minimum social conduct required of men at their peril" (Holmes), and which we call law. The law does not preach or convert or take on the attributes of moral perfection: it defines *minimum social conduct* for men of all creeds, races and conditions.

In the face of profound religious, economic and social variations and unlikenesses among the nations we seek to negotiate maximum agreements which establish (in international law and in political programs) lines of minimum conduct, lines marked by

reasonable consistency and essential justice acceptable to nations obviously unlike.

If we insist right at the beginning upon the highest conceivable international conduct ("total Christianity," as one writer insists), we blow up our bridges before we come to them.

The problem is narrowed for the moment by two solid facts: (1) that three of the four countries signing the Dumbarton Oaks Proposals have the indispensable size and strength to make secure a world organization if they will set about it cooperatively; and (2) that the coercion of any one of the principal military powers means a major war.

At what point must we stop in our endeavor to raise social conduct in order to avoid a major war? To find the answer means that we must define a line of agreement between self-restraint and imposed restraint, between self-discipline and organized discipline.

The surprising thing about the first substantial effort to construct a basic set of moralities and restraints is the extent of the agreement that was reached. If the Dumbarton Oaks Proposals seem brief, consider the task involved for each government in thinking through any one of the Proposals from the standpoint of national interest, national responsibilities and national social aims.

For the United States the Proposals meant not only long discussion and exploration before the Conference, but also the examination of scores of commentaries, private group studies and judgments and the plans of individual leaders of public thought, as well as foreign proposals and suggestions. Out of this comprehensive and non-partisan committee review emerged a memorandum that was both guided and improved by the President, the Secretary of State and leaders in both Houses of Congress.

Similar studies by other governments made it possible to exchange memoranda before the conference opened and to learn, with deep satisfaction, how nearly parallel were the respective studies. With this parallelism of thought went correspondence of will.

It is not meant to imply that there were no disharmonies. But differences of detail were resolved by accommodation; and residual questions, on which agreement could not be reached in the time available, were deferred.

It was not intended that the document should express the eloquence of the conference delegates. It is devoid of either fine writing or political emotion. It emphasizes performance. It never loses sight of security. It is a plain, simple statement for Mr. Everyman.

The Proposals are based upon the principle of world unity of will through participation by all peace-loving states. It is a world organization, not a regional organization, that is in view. The General Assembly is committed to the examination and report upon the fundamental conditions of well-being, social, economic, and humanitarian. The General Assembly is free to study all problems, including the problems of peace and security. In it will be formed that *mean of opinion* that must be searched out in every cooperative undertaking.

It has been said in criticism that talk alone is the function of the General Assembly. Before accepting this facile criticism let us look at the actual subjects with which the Assembly will be concerned.

If the Assembly were now in being it would deal with a wide range of problems referred, in the first instance, to specialized agencies. Not having such agencies available at the moment, we resort to international conferences for preliminary agreements on specific areas of international interest.

The special conferences on food at Hot Springs (May, 1943), on an international bank for reconstruction and development at Bretton Woods (July, 1944), and on civil aviation at Chicago (November-December, 1944), are an index of the importance of specialized agencies for the handling of the complexities, disruptions and associative undertakings of the postwar world.

Through them great international interests, some of them capable of nourishing the roots of war if not wisely, publicly and cooperatively handled, are brought forward for concentrated discussion and preliminary alignment. You all know something about the past work of the International Labor Organization and about the public interest in cartels, health and transport in their sweeping international effects.

Debate on such matters is not the end of Assembly consideration. The purpose of debate is to find the *solution* of profound economic and social problems that cannot be solved so long as

each country acts independently. To reach a solution, a number of well-considered steps are recommended. There is an Economic and Social Council composed of, and commanding, experts and technical subcommittees in all fields of human welfare. Upon receiving the reports of the Economic and Social Council, the Assembly gives them the widest circulation.

Every national interest will be measured against such reports. Recommendations will follow to all the governments within the World Organization. The outcome, if favorable, is a treaty (or some form of agreement upon substance) and reference to the instrumentalities and authorities that are to give effect to each specific undertaking. The work of the Assembly is here placed ahead of all other interests and powers because it deals with root causes of international strife and with positive acts of amelioration and accommodation, hopefully as a part of the normal life of nations in time of peace.

Let us now look briefly at the Security Council which deals chiefly with threats to peace and with emergencies created by acts of aggression. Clearly two things must characterize such a body in a world where the guided long-range missile, the incredible speeds possible for jet-propelled planes, and the developed techniques of amphibious landings have added vast new powers to a campaign of surprise.

The Security Council must act quickly and it must have force at its immediate disposal. An aggressor does not stop because someone shakes a finger at him. He measures tonnage against tonnage, tanks against tanks, planes against planes. We must therefore use promptly the instruments of war to prevent war.

However much we may desire Utopian schemes, it is plain as day that in our present world we cannot put the military forces of the United States, Great Britain and the Soviet Union either under the command of small states or under the command of 60 states. What is provided instead is control by a Security Council so composed as to give primary weight to the nations having the industrial strength and military means of enforcement of coercive measures against an aggressor. Such control will be informed by a Military Staff Committee that will draw up plans for enforcement provisions, including the command of forces placed at the disposal of the Security Council and their strategic

direction. The Military Staff Committee will also recommend feasible ways of regulating armaments "with the least diversion of the world's human and economic resources."

To sense the complexity of economic affairs and the danger of uncontrolled aviation rivalries is to realize the necessity for going back always to the common denominators of interest in peace and security, and in the positive economic measures that are required to guarantee peace.

In principle the problem is not unlike that of legal action and business negotiation in our civil affairs. In practice it is infinitely more difficult because *no one nation can lay down the law to the rest of the world* in the way that a government can determine conduct within its own territory. All member nations must be recognized, all must debate. The moralities of all must be brought to a common standard of agreed behavior.

In the Assembly we see room for the fullest play of international opinion, the fullest education in national differences, the fullest chance to persuade toward effective measures. It is quite different in the field of security. There, *we must have thought the thing through before action begins*.

An organization to keep the peace without the means of coercion of an aggressor is futile. Worse than that, it is dangerous. It fosters the illusion that something has been done when nothing has been done except to sign a piece of paper expressing pious hopes.

The time for action on security measures is here and now. Twenty-five years and two wars have taught a bitter lesson. During the next few months we shall see if our "dearly bought experience," as Prime Minister Churchill phrased it, can be brought to bear upon the profoundest need of our time.

So far, too little public attention has been directed toward the peaceful settlement of international disputes set out in Chapter I, paragraph 1, right at the beginning of the Dumbarton Oaks Proposals. To invoke peaceful means of settlement is a duty that in time may overshadow collective military measures against aggression. It is proposed that the nations agree to settle their disputes by peaceful means, to refrain from the use of force in a manner inconsistent with the purposes of the Organization, that they shall negotiate, arbitrate, refer to the Inter-

national Court of Justice, or accept conciliation, as means for settling differences that threaten to disrupt friendly relations.

Serving the same purposes are the regional arrangements and agencies that may be made operative so long as they are consistent with the purposes and principles of the Organization. The states in dispute may take the initiative in settlements by local or regional agencies. Even enforcement may be given a regional character by reference from the Security Council.

Without losing the sense of neighborhood and its responsibilities, the states involved in a dispute would be subject to the judgment of the Security Council in so far as may be necessary to insure consistent and collective responsibility. Both principles and authority would be maintained by a world organization that would be more likely to treat cases disinterestedly if only because many states in it would be far removed from specific neighborhood rivalries.

There are overlapping interests that deserve scrutiny. While *action* in the field of security is the function of the Security Council, recommendations of action may originate in the Assembly also. Through the mechanism provided by the Economic and Social Council the Security Council may exert economic pressure if diplomatic means should fail.

It is not necessary to suppose that force will be used at once. It is hoped that the readiness of military forces and the assured swiftness of their action will persuade a potential aggressor that he had best look before he leaps. In a world of better coordinated economic effort and arrangements, economic pressure will have portentous meanings for a would-be aggressor.

The Dumbarton Oaks Proposals do not invite the signing of blank checks. I hope it has escaped no one that both the military measures to be contrived by the Military Staff Committee, and the economic and social measures to be worked out by the Economic and Social Council, are subject to treaty ratification.

We shall minutely examine every article of any treaty that requires our forces to engage in military action on foreign soil. When we do so, and if we should feel ourselves inclined to shirk responsibility for that which is overseas and perhaps far away, let no one suppose that preaching to the rest of the world will restrain aggression or right wrongs. Our power makes us re-

sponsible and our wealth makes us vulnerable. We were shocked in December, 1941, at the effrontery of another country attacking us. We were amazed that we were found so vulnerable.

It would be well, on every occasion on which we are inclined to think that peace will keep itself, to recall the deadly danger we faced early in 1942. Thousands of young men have died because we lived in a dream world for the first two years of "foreign" war. We thought it was not our war. We forgot that all of us are involved in risks that any one of us runs. Action, not escape, is the watchword of tomorrow. We cannot leave good fortune to the "miracle of chance."

I beg of you not to be diverted by cynicism, by short cuts to apparent ease pointed out by those who live in the Kingdom of One-Eyed Men. World peace will come through world effort, sustained and implacable, and supported by what Pope Pius XII has recently called "holy obstinacy."

Simplifiers abound and their argument for or against world organization is nearly always based on a single point: an international air force, a particular scheme of voting, a single moral doctrine, or a single agency of settlement such as an international court of justice with no other measures or agencies needed or sought for.

They illustrate the eternal search by tired minds for simplicities among the troublesome complexes of life. To them it seems simplest to pull down the curtain and shut out the unwelcome face of reality that peers in at the window.

George Washington must have had realities in mind when he said that our concerns were (then) "suspended by a thread" and that if the Constitutional Convention of 1787 had not been called and an agreement reached, anarchy would have ensued. He did not say that the Constitution was the best that could be obtained, but the best that could be obtained *at that time*. He depended upon amendments to correct its defects. This one may call positive action likely to spell progress and not negative action based upon despair.

Almost every new social idea can be "proved" to be wrong because experience is on the side of old ideas including their weaknesses if not their failures.

The problem before us is the extension of the present large

and hopeful area of agreement. Partly, this will take place at the full conference of United Nations that will base its discussions upon the Dumbarton Oaks Proposals. Partly, it will be a process of experimentation and of amendment of the Charter that we hope to see adopted eventually. Thus two great social processes will follow adoption of a first Charter: continuing public discussion and persuasion of the world toward ways of peace; and continual change by amendment, as we have amended the Constitution, in order to take account of an inevitably changing world.

The middle course of debate and slow improvement rests upon the sound theory of gradualness—that it takes time to think and experiment, two preludes to wise action. If the theory of gradualness be sound in a national sense, it is surely indispensable in the ordering of international affairs. For the latter deal with the outward manifestations of societies profoundly different in inner structure and operation.

If each power group ignores this fact and refuses to agree upon accommodations, and even compromises, we shall lose through division of counsel at the peace table what we have gained through unity of organization and will in war. We shall fall apart in a peace that becomes again merely a prelude to war. The *conceit* of national rightness can also be profoundly evil in effect.

Parochialism in our modern day is surely as dangerous as Prussian war-mindedness. If we are to be responsible for our victory, and not throw away its fruits and possibilities as we did in 1920, we must try collaboration. Parochialism, cultism, phrase-making—these cannot be the indulgences or ends of statesmen.

Putting the mosaic of affairs together is one step in undertaking responsibility. With it must go a deepened understanding of internal political processes, country by country, in so far as they affect outside relations. Finally come the processes of negotiation and compromise.

Over the word compromise the cultists throw a fit. They prefer to act on the simple plan of imposing our will everywhere, to prescribe all solutions in terms of fixed and simple, and therefore comfortable, beliefs. It is said that we cannot

sign away our principles, when in most cases we really mean that we cannot sign away our prejudices or our simplicities or our parochial points of view. Calling these defects "principles" only gives a high-sounding name to weakness of spirit and shortcomings of knowledge and responsibility.

Keeping national interest in the forefront, how reconcile it with the art and limitations of negotiation which involves compromise? It seems to me that there is a clear, open, honest way in which to effect such a reconciliation. It is this: let us take an area of agreement that is practicable now and work toward a larger area of agreement. Where we differ irreconcilably now on a principle that we cherish, let us not abandon the principle but work just as hard as ever for its adoption, with a willingness to let time, and reason, and growing experience play their part.

The perfectionist will say that we commit a wrong or endorse wrong if we wait. Let us look closely at this serious charge. To let oppression, for example, replace a good principle is to give oppression the imprimatur of America. We agree that there is no surer way in which to debase American moral coinage.

The world will not long retain a faith in justice that America has already lost. We have a moral position to maintain. As the strongest power in the world we have freedom itself in our custody.

Let us see whether or not these two processes are really irreconcilable. First, let us recognize the fact that a principle which no one else will accept is inert, and indeed lifeless. It belongs in the realm of the metaphysical. During the past fifty years we have had a succession of peace plans. The common defect is that they are based upon abstract ideals that fall within impracticable areas. They are made by plan-minded persons who are exhilarated by the American epic, by the successes of those who followed the western star in a unique period of occupation of relatively empty but habitable lands.

If the new world were young and new lands were open for free political experiment, plan and dream might lie in practicable areas. The fact is, however, that the world is all but filled up. Societies have recoiled upon themselves. They have, therefore, to come to terms with each other. The inconvertibility of

other societies must be accepted. The question for us is how to get along with them in peace, security and justice.

At this point a doubt may arise whether it is practical politics to plan for "means of opinion" and agreed social conduct in a world of seemingly irreducible differences. Incorrigible diversity seems to abound where cooperation is desired. The World Court experience is illuminating in this respect. There are ten principal legal systems in the world, the Anglican, Chinese, Germanic, Hindu, Japanese, Mohammedan, Romanesque, Slavic, Soviet, and the system designated as Tribal Custom.

Faced by this array of legal systems and divergencies of practice and precedent, one might theorize that the goal of an international court of justice is nothing but an absurd dream. Yet, what is the fact regarding the adjustment of these ten systems in the Permanent Court of International Justice during the nearly twenty years that it functioned? In that period the World Court acted in sixty cases. On half of these cases advisory opinions were rendered; the other cases required judicial decisions.

Experts in international law who have analyzed both the arguments on the one hand and the decisions and opinions on the other have stated that in none of them did differences in legal systems play any significant part. In other words, it was possible to argue on the facts and to apply the general principle of fairness and the so-called rules of international law to all the cases under review.

While it is true that the decisions of the World Court dealt with cases that are not the fundamental causes of war, it is, I think, equally true that we may find in the Court's experience and in its arguments and the acceptance of its decisions strong grounds for hope that similar acceptance will follow upon the examination of economic and social questions, difficult as they may prove to be.

Many think that our soldiers will one day decide these things realistically and rightly. May I offer a reservation on this too easy assumption. We may not suppose that battle has prepared our returning soldiers to think through more wisely than we, the issues of international living and how to keep the peace.

The fact is that many returning soldiers will dislike the peoples among whom they live, as the war drags them through pools of civil wretchedness that form in the rear of advancing armies. They will see misery and the human debasement it creates. They will not see eager, buoyant life but rather despair and the unlovely sight of dispirited people. Home, as they left it, will seem to be the only desirable heaven. Many will want an end to all responsibilities overseas for themselves and for their children.

What all will pray for is that it must not happen again. It will take study by them also to understand the mechanisms, the possibilities and the vast difficulties of associative effort, of a co-operative peace.

We must also think of those who will not return. What we create in the way of a world organization is an altar upon which there lies the sacrifice of their lives. We shall betray their devotion and defile the altar of their hope and faith, if we turn our backs upon all the agony that men have endured and return to ways of ease and neglect. The grandeur of the lines of the Gettysburg speech must be forever in our hearts, the black roses, as Carl Sandburg has called them, dropped into "the immemorial sea for mystic remembrance and consecration."

Are we prepared to commit ourselves to never-relaxing effort in this permanent emergency? For this is the price required of men and women who are determined to find a road toward peace through justice.

EDUCATION AND THE UNITED NATIONS

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IN times of wars and revolutions like the present it is well to reassert and to remember some of the solid propositions which are so self-evident in their truth and validity as to serve us as guideposts on the road to a new world which is now in the making. Thus, by way of introduction I should like to put before you five such propositions.

First, it is education which has given continuity to man's quest for progress and civilization. Education, in the broadest sense of the word, by passing on from generation to generation an ever-increasing volume of knowledge has made it possible for each generation to build on the achievements and experiences of the past. By the same token, education has given cohesion to groups and societies. By propagating common ideas and values it has made it possible for ever-widening groups of people to live together in peace and common endeavor.

Second, the rise of Fascism and National Socialism and the present war have all but paralyzed these essential functions of education in many countries. The general tendency towards a freer interchange of knowledge and values not only within nations but between nations, and not only between nations of one region or continent but between all the peoples of the world, has been retarded or even reversed. Artificial barriers have been created which have shut off hermetically country after country from all contact with the outside world. Education has become more and more parochial with results disastrous to every man, woman and child of this generation.

Here lies without any doubt one of the causes of this war and its ferocity. Here lies also one of the greatest difficulties for the postwar world. Behind their respective Chinese Walls nations have grown apart from each other. By and large the peoples of the world today know probably less about each other than they did thirty or forty years ago. Even in relation to our own friends and allies it is almost inevitable that we should frequently be surprised by their actions and reactions. The ex-

periences for instance of some European country which has long been under German occupation have been so utterly different from anything our own people experienced in this war that it is only natural that their views and attitudes should differ from our own. This does not mean that our unity of purpose in defeating the common enemy is in jeopardy. Nor does it mean that this unity need be broken when the war comes to an end. It does mean, however, that we cannot expect other nations to share all our views on political, social, economic and other matters of human concern. And it shows that we shall need no end of patience and a full measure of charity towards each other if we are to succeed in building a world of peace.

Third, this situation is aggravated by the fact that in some countries formal education has come to an almost complete standstill. This is partly due to the devastation caused by the war itself, but above all to the deliberate policy of the Nazis to destroy the educational system and facilities of several of the occupied countries. With a ruthlessness and callousness which defies description, the Nazis have kept the people of such countries as Poland or Yugoslavia from all formal learning. Burned out libraries, robbed galleries, wrecked laboratories, and graveyards for teachers and often for pupils have marked the road of Nazi progress. In spite of the most valiant efforts of the occupied countries themselves to maintain some primitive forms of instruction, it is to be feared that a cultural lag has been created in large parts of Europe which may impede the well-being and the progress of these regions for generations to come and may complicate their relations with the outside world.

Fourth, and following from all that has gone before, it is evident that we must look to education as one of the more essential means for the establishment and maintenance of a lasting peace. Educational facilities throughout the world must be restored and strengthened in order to reestablish and further the free flow of knowledge from generation to generation. And the intellectual barriers which separate even the peace-loving nations of the world from each other must be torn down so as to permit cross-fertilization and the growth of moral, intellectual and spiritual values common to all. It is possible to establish machinery, an international organization to maintain and to enforce the peace

for which we are fighting. This must evidently be the first concern of all who realize that in the age of robot bombs and other terrible means of destruction no country, by itself, can guard the peace. But even the most perfect peace machinery will break down in the long run unless it rests upon a common understanding and common moral and intellectual standards.

Fifth, and last, it is imperative that the peace-loving nations of the world, whatever their differences, should attack these problems on the widest possible international scale. Even in this interdependent world there are still many and important issues which can best be solved on a national or even local basis. Education for peaceful international relations and the promotion of cultural cooperation, however, is not one of them. Here we are confronted with one of those cases where it is just as important to us what happens in another country or continent as what develops within our own borders. In other words, there is an inescapable need for the creation of a strong and effective international organization for education and the promotion of cultural relations.

That these five propositions are indeed self-evident is demonstrated by the large measure of support which the proposal to set up such an organization has met in many countries, both among governments and private organizations. In this country, for instance, almost every representative educational organization has gone on record as favoring the creation of an international organization for education. The same holds true for Great Britain. Even more encouraging are recent developments in the governmental realm. In a release of March 31, 1944, the Department of State expressed the belief "that the participation of the United States Government in an international program for the rebuilding of essential educational and cultural facilities of the war-torn countries in the period immediately following hostilities is an important service in the national interest and in the interest of international security and that steps looking to this participation should be taken." Acting on this belief the State Department sent a delegation of six to the Meeting of Allied Ministers of Education held in April, 1944, in London. There they met with representatives from ten of the United Nations who had been meeting periodically ever since the autumn

of 1942. There were also present observers from Soviet Russia, the British Dominions and of British India. In the course of this meeting and under the chairmanship of Representative Fulbright, a tentative draft constitution for a provisional United Nations Organization for Educational and Cultural Reconstruction was prepared which since then has been submitted to all the United Nations and the governments associated with them in this war.

At the time the United States delegation joined with the Conference of Allied Ministers of Education last April the relationship of the Department of State to the Conference shifted from that of an observer to one of active cooperation. Since, the Department has maintained an official delegate to the Conference in London and has made contribution to the administrative budget of the organization.

The efforts of educators and statesmen initiated in London received new impetus as a result of the Dumbarton Oaks Proposals. While these Proposals do not mention education specifically, the general framework of the proposed international organization allows for the solution of international educational problems and the promotion of cultural cooperation. Chapter IX of the Proposals, which deals with arrangements for international economic and social cooperation, provides for an Economic and Social Council to which are to be related a number of specialized functional organizations such as the International Labor Office, the United Nations Organization for Food and Agriculture and others which are still to be created. While no final decisions have been reached to date, the work done in London lays the groundwork for an international organization for educational and cultural development, which could be included among these specialized agencies. This is a matter which at present is under consideration in the Chancelleries of the United and Associated Nations. Both in this country and elsewhere, the draft constitution prepared at the London Conference is being studied with a view to further action at a meeting of the interested countries.

It is too early at this point to make any predictions regarding the exact nature of such a further conference or to outline in detail the character of the organization. These matters are still in the formative stage. It would serve little practical purpose and

might be misleading to discuss them in any detail. Rather than to give answers which by necessity would have to be tentative and incomplete, I propose to put forward a set of questions designed to sharpen some of the issues on which international agreement will have to be reached before the international educational and cultural organizations can come into existence or function smoothly.

The first question is preliminary in nature: Should we aim at this time at the establishment of a temporary agency devoted exclusively to the task of educational and cultural reconstruction or would it appear advisable and pertinent to work for the creation in the near future of a permanent organization? Strong arguments can be advanced on both sides. Thus, it might be easier to obtain the consent of the various governments to the setting up of a temporary agency which would devote all its energies to the task of educational relief and reconstruction, unimpeded by other responsibilities. On the other hand, the argument has been advanced, that it will take a generation or more to rebuild what has been destroyed. What is more, the educational and cultural patterns set during the period of reconstruction will have a profound influence upon the whole future course of educational and cultural development. This argument is so strong that of late a shift has been noticeable favoring the early creation of a permanent rather than a temporary organization.

The second question raises more fundamental issues: What should be the scope of the proposed organization? Should it concentrate its major activities in the field of intellectual and cultural collaboration, thus following the example set by the International Committee of Intellectual Cooperation of the League of Nations and its Institute in Paris, or should it be primarily an educational agency working more or less along the lines of the International Bureau of Education in Geneva? This is a point which appears already sufficiently clarified to permit a fairly definite answer. As a matter of fact, throughout these remarks has run the assumption that there should be no such separation of functions. Only an organization which combines attention to cultural relations and to education will ever be fully effective. Education derives its purposes and direction from the intellectual and cultural setting within which it functions and,

in turn, it serves as the medium for the transmission and growth of intellectual achievements and cultural values. The one without the other is doomed to statistics and sterility.

This point cannot be made strongly enough, considering that most of the plans put forward by educational organizations concentrate on the creation of an international education organization, and are paying only scant attention to the broader issues of cultural cooperation. This is undoubtedly due to the fact that the Fascist powers have demonstrated to the world the immense possibilities of the use of education in shaping the outlook and the policies of national communities and with that the importance of education for the maintenance of peace. It would nevertheless be disastrous if the new world organization concentrated on educational issues to the neglect or exclusion of general problems of intellectual and cultural cooperation.

There is one further point related to the scope of the organization which needs stating: There is no intention to create an international ministry of education and culture. In other words, the proposed organization would not be expected to dictate the educational programs of any one country or to control its cultural life. Matters of education and culture cannot be ruled or machined from above, least of all by an international agency. After all they have gone through in recent years, even the smallest countries in Europe and elsewhere have become hyper-sensitive to any foreign interference and determined to maintain their cultural and educational autonomy. This does not mean, however, that steps should not be taken by the international organization to prevent a country from setting up a Fascist school system or from introducing practices hostile to friendly relations among nations.

Concretely speaking, what would be the functions of the new organization? Any attempt to define them in detail presents a grave dilemma. On the one hand, too detailed a statement of functions might easily become a strait jacket severely hampering the growth of the organization and preventing it from adjusting easily to the needs of a rapidly changing world. On the other hand, the broad scope of the organization as outlined earlier makes it imperative that its functions be clearly stated lest the organization scatter its energies in too wide a field.

Fortunately, in the light of all available literature, a fairly adequate picture of the chief functions of the organization is slowly taking shape. By proceeding carefully between the all-too-general and the all-too-specific, it becomes possible to draw up a tentative chart of functions. The list I should like to propose is altogether unofficial.

The projected organization might act as:

(1) A center of consultation, a "meeting ground" for the leaders in the educational and cultural life of all nations. It would bring together representatives of public and private education, of learned societies and of teachers' organizations, of cultural groups, of museums and libraries, of authors, musicians, and other artists, of publishers and producers in the field of the radio and the cinematographic arts—in a word of all those individuals and organizations who are the chief agents of cultural activity, be it as "producers" or as "distributors." Special attention should be paid to the sadly neglected field of adult education.

(2) A center of information which would collect and make available information on the major activities of the various cultural agencies just mentioned.

(3) A research center stimulating, coordinating or itself undertaking researches into the theory and practice of education and its instruments (including press, radio and films), in so far as education influences the conduct of nations toward each other; as well as research into the theory and practice of cultural interchanges in general (for instance, the use of translations and international expositions, the effectiveness of the exchange of people and cultural materials between nations, of international travel, et cetera).

(4) A bureau of standards working for the development of minimum standards in education and related fields to prevent the use of educational and cultural instruments for the disruption of good-neighborly international relations. Under this heading falls the promotion—through research, consultation and the drafting and eventual acceptance of international conventions—of unbiased study materials, of text books and other educational aids which will make for mutual understanding and cooperation.

By implication this means that the international organization should be given an appraisal function to determine and, if necessary, to publicize educational methods and practices which endanger the peace of the world. As a *caveat* it should be added that this function would have to be exercised with great care and circumspection. In matters educational and cultural it is more than ordinarily onerous to obtain agreement as to what constitutes an offense. What in one's own case may appear as an expression of noble patriotism may to others look suspiciously like war-mongering.

There can be little doubt however, that international agreement could be reached in the case of such flagrant violation of all standards of decency as embodied in Nazi education and propaganda. What further steps could be taken beyond publicizing the facts of the situation is a matter for further discussion. As one contribution to that discussion, it might be recalled that under the Dumbarton Oaks Proposals the Security Council would have both the responsibility and the means to act effectively whenever there is a threat to the peace. There would appear no reason why that Council should not act if it became evident that a country was threatening the peace of the world by indoctrinating and preparing its people for aggression and conquest.

(5) The proposed international educational and cultural organization would, furthermore, act as an administrative center, a clearing house to facilitate the exchange of men and ideas from country to country. This includes the promotion of the exchanges of teachers and students, of artists and writers; the encouragement of international travel by conventions aiming at reduction of fares and simplification in the issuing of visas; of other conventions covering the free entry of books, educational films and scientific apparatus.

(6) The sixth function, in point of immediacy, might have been cited first, though in the long run it is likely to be superseded in importance by the other functions enumerated before. It relates to the enormous task of rebuilding the educational systems of the war-devastated countries. This task may be assigned to a temporary reconstruction agency as suggested last April in London. Or, if a permanent rather than a temporary

organization should come into existence in the near future, that organization would evidently have to assume a large measure of responsibility in furthering the work of reconstruction. In either case, it is evident that the international organization would not be called upon to assume the entire responsibility for relief and reconstruction. Most of the work to be undertaken will be done by the individual countries concerned and under their own responsibility and direction. Much aid is likely to be given directly from country to country. Thus it would be for the international organization to assist rather than to direct, to coordinate rather than to act in its own name, and to advise where its advice is sought.

It would be easy to prolong this list of possible functions of the organization but as pointed out before it would be unwise at this stage to be too specific. Such matters as the protection of intellectual rights and the advancement of professional standards as well as the improvement of the social and economic position of educators and intellectual workers in general are likely to appear on the agenda of more than one meeting of the proposed organization. To deal with these matters effectively, close contact would have to be maintained with the Economic and Social Council of the general organization and with other functional bodies such as the International Labor Organization.

There is only one further possible function which I should like to mention, particularly in a meeting of college administrators and teachers. Several plans for an international office of education provide for the establishment and the maintenance of one or several "international universities." These proposals, if valid, would reflect upon our existing universities. They imply that the universities of the world have become altogether national in character and are bound to remain parochial in nature. Yet even a cursory survey of existing institutions of higher learning throughout the world reveals that up to the outbreak of World War II, and even beyond September, 1939, not only most of the internationally known institutions of higher learning, but many less known universities and colleges, retained strong international aspects—in the treatment of subject matter as well as in the composition of their faculties and student bodies. Firmly rooted in national soil, they nevertheless partook of the interna-

tional world of thought and learning. If the proposed organization is at all successful in the encouragement of teacher and student exchanges after the war these international elements in higher learning are bound to be strengthened—and there will be thousands of "international" universities and colleges instead of some one or two artificial creations. These comments do not preclude the setting up of special international institutes within our institutions of higher learning or even separate summer courses which might be held under the auspices of the new organization.

To proceed with our questions: Which countries should belong to the organization and how should they be represented? On this subject the London Conference was quite specific in proposing that the organization was to be open "to all the United Nations and Associated Nations and to such other nations as shall be accepted by the Assembly, upon application thereto, after the cessation of hostilities with the Axis." This leaves the door open to the eventual acceptance of all nations.

As regards representation there appears to be a large measure of agreement, as reflected in published material, official and private, that the organization should be governmental in character. However, there appears to be general agreement that a majority of the delegates to the organization should be selected from the leading educational and cultural organizations of the member states. The method of selection and approval may differ from country to country. One thing is certain: the usefulness and effectiveness of the international organization will depend on the degree of cooperation which can be established nationally between the various carriers of cultural life in the respective countries. Thus it may be found convenient to create or develop national bodies representative of the cultural and educational interests of a given country. It would be for them to assist in the selection of delegates to the international organization and to help implement the recommendations made by it.

The actual structure of the organization does not raise any serious controversial issues. The draft constitution of the temporary United Nations Organization for Educational and Cultural Reconstruction provides for an Assembly with equal representation and votes for all member states, an Executive Board to be

elected by the Assembly and an International Secretariat. Most of the available blue prints envisage the same kind of structure for the permanent organization.

In conclusion, I should like to emphasize again the place of the projected international organization for education and cultural development within the framework of the general international organization. According to the Dumbarton Oaks Proposals, all the various specialized economic, social and other organizations which are to be brought into relationship with the general international organization, would have responsibilities in their respective fields as defined in their statutes. Their relationship to the general organization would be determined by agreement between the Economic and Social Council and the appropriate authorities of the specialized organizations, such agreement to be subject to approval by the Assembly of the general organization.

These provisions allow for a large measure of autonomy on the part of the specialized organization, and, hence, of the proposed organization for education and cultural development. This is as it should be. Education and cultural pursuits have their own laws and their own forms. At the same time they cannot be separated from the general pattern of human thought and action, from economic conditions and political issues, from problems of security and peace and human welfare. Therefore, whatever is to be done in the realm of education and of culture must be part and parcel of our general effort to establish and to maintain peace. In other words, the more the projected educational and cultural organization can be made to work with and within the general international organization which was proposed at Dumbarton Oaks, the greater will be its strength and its achievements.

This is no time for parochial interests and partial efforts. Men and women in all walks of life must join their efforts to bring about, through a rational and creative ordering of their relationships, the kind of world in which they and their children and their children's children will at last be allowed to live in peace.

THE WAR CRISIS

CLOYD H. MARVIN

PRESIDENT, GEORGE WASHINGTON UNIVERSITY

IT is a privilege to meet with you, and bring to you words about salvation. It seems that salvation from what, and for what, are the questions that have to be answered by the special Advisory Committee to the Congressional Committee on Education.

The Advisory Committee was called into being by Representative Graham Barden of North Carolina, pursuant to the direction of Congress by House Resolution 592. This address is an attempt at a preliminary report on the major findings of the Committee as based upon the story told to it by 1064 colleges and universities of this country.

When Representative John W. McCormack introduced and caused to be passed the House Resolution calling for the setting up of such an Advisory Committee (the first action of its kind), and when Representative Barden, the Chairman of the House Committee on Education, convened the membership, each of them had a deep concern about the problems confronting our colleges and universities. They wanted the cooperation of the college leaders.

That you might have the opportunity of cooperating with the Committee, questionnaires were sent to 1700 colleges and universities, and to 41 national associations. Many of you most willingly cooperated. Some of you expressed the fear that the vital information which the completed questionnaire would contain might be put into the hands of agents of the Federal Government as the first step toward Federal control. I can assure you that such is not the case. It is the purpose of Dr. Francis J. Brown, the able Director of the study, and of the Advisory Committee members that, having taken off the needed data, all materials except the data on enrolment and faculty status shall be returned to the institution submitting them. Thus, there can be no chance of the questionnaires falling under eyes that would mis-interpret or mis-use the data contained in them. I am certain that not one member of the Committee would intentionally use the data of any single institution or use the collective infor-

mation for any purpose other than that set forth in the resolution, namely, to ascertain whether Congress can be of assistance to colleges in these war days.

In addition to that derived from the questionnaires, information was obtained from conferences that have been held over widely distributed geographical regions, as well as from non-government social, business, and educational organizations.

It is the purpose of this address to bring to you in brief (a) the principles upon which the report to Congress may be formulated, and (b) some of the recommendations that are being considered by the Committee. If, after hearing that which shall be presented, you have any suggestions, it will be a privilege to carry them to the Committee for earnest consideration. The Committee expects to meet again on January 16th, 17th, 18th, to review a tentative report being submitted to it by the Director of the study.

Perhaps the best way to define the work of the Advisory Committee will be to tell you first some of the things that are *not* contemplated in the study. The Committee is not trying to re-order the system of higher education. The Committee has not gone into a discussion of the basic grants to public higher education, such as the Morrill funds, the Smith-Hughes funds, etc. The Committee has not attempted to discuss the relation of state and Federal educational agencies. The Committee has not considered many other phases of education, except as they directly affect higher education.

Rather, the Advisory Committee is called upon to think about emergency methods for keeping intact the present system of higher education in our nation. While the report concerns itself with fiscal matters, it deals with a consideration of accounts as a support for the continuance of the educational program. The report considers matters of student and faculty personnel, types of community service and programs of study and research.

In this consideration of the meaning of salvation it has found some strange items. It has found that a few of the larger institutions are financially better off now than in the so-called normal, prewar days. It has found that some of the best institutions of medium size and of the smaller college groups are in distress. These are the two extremes. It has found that some institutions have been able, because of their "administrative

set-up" to wisely and efficiently meet emergencies. It has found other colleges which have not been able to meet the emergencies, because of lack of appropriate leadership, or because of peculiar problems that exist for them.

One thing becomes increasingly apparent as our study progresses, namely, that we need all of the good educational facilities that we have in this nation if we are going to meet the problems that will confront higher education in the days of post-war social reconstruction.

I said this was to be a paper on "salvation from what." This is why: Some of your letters asked the Committee to save the colleges from the encroachment of the Federal Government. Some of your letters urged the Committee to ask the Federal Government to save the colleges. Some of your letters asked the Committee to recommend ways and means whereby the colleges could save themselves. Some of your letters asked the Committee how certain of the colleges could be abandoned. A few of your letters were almost hysterical. Some of your letters were very sane. Many of your letters told of a firm grasp upon educational administration, and a fine understanding of the educational direction and of the social significance of our colleges and universities. I wish each of you might read these letters. That is impossible. So the members of the Committee have assumed the grave responsibility of interpreting your suggestions in the report. Our membership hopes and prays that it will be wise in such interpretation.

These are the background items and principles which the Committee has had to have in mind constantly.

1. That in this nation we have developed a cooperating system of privately administered and publicly administered colleges and universities that render public service.

2. That education on all levels is primarily a responsibility of the state, and is controlled through public and private boards that have their origin in the state.

3. That the interrelationship of higher education and Federal state and local governments, and private boards forms a complex but unique and splendid American pattern.

4. That the role of the Federal government is to provide stimulating leadership and to give financial assistance to youth and adult groups adjudged to merit the benefits of higher education.

5. That Federal leadership should be non-coercive and of such character and in such specific fields as can best be provided on a national basis.
6. That in such instances as Federal grants are now made, they should be given only with a view to helping institutions strengthen themselves and to stimulate the sense of responsibility of state and local governments and private agencies.
7. That while such Federal funds must be accounted for, the government should require minimum reports and such accounting supervision and reporting should not involve control of the educative process: i.e., curricula, methods of instruction, educational policy, or the selection and maintenance of personnel.
8. That if Federal aid is to be extended as a permanent policy it should be limited to such forms as: (a) compensation for educational services rendered; and (b) scholarship aid to students, to democratize further the advantages of higher education.
9. That Federal funds under such extension as mentioned in the above paragraph should be allocated only to such institutions as are able to render effectively the service for which they receive payment.
10. That only in an emergency situation in which, after maximum effort on the part of state and local governments and private agencies, it is found impossible to continue to maintain higher education at an effective level should Federal aid be extended beyond the above recommendations, and then only for a specified emergency period.
11. That such emergency aid should only in the case of dire necessity and as a last resort to save our colleges and universities provide unconditional grants. Rather, under such conditions, aid might be sought in the form of long term, low interest-bearing loans for capital outlay, i.e., buildings and permanent equipment.
12. That in such an emergency it would be as important to save the privately administered institutions as the publicly administered institutions, in order to maintain our present dual system in higher education; and hence emergency funds should be made available to both types of institutions, according to their ability to render effective educational service.
13. That under such an emergency, until such time as existing

legislation is modified in those states which now prohibit the expenditure of state funds for privately administered education, Federal monies should be allocated directly to the accredited college or university. In the case of scholarships, funds should be paid directly to the individual student after such certification as may be required of the institution in which he is enrolled.

14. That established state agencies of education should be utilized to the maximum for which they are equipped to provide desirable supervision of the expenditures of Federal funds. The minimum responsibility of the state educational agency should be for purposes of accreditation and to prevent unnecessary duplication of offerings on the various levels of education.

These principles have not been adopted by the Committee. Rather, they are being considered as guides for any recommendations it shall ultimately make. At this point you can see that a plan of salvation is difficult to formulate. The question is, shall we, for an emergency period, hold inviolate the principle of the complete independence of privately administered institutions, and have them close their doors, or shall privately administered institutions recognize in this crisis, if one is at hand, the change in the economy of our nation due to war, and accept Federal aid with a minimum of accounting, that they might be able to continue their service? Of this we are certain, that the strength of our publicly administered institutions is found in the privately administered institutions, and in these latter days a great part of the strength of our privately administered institutions is found flowing from our publicly administered institutions. The ultimate salvation of the one group is in the other group. How can we best uphold our dual system and its services?

The problem of salvation must be considered from another point of view also. The privately administered institutions make up a great part of the fine small Liberal Arts colleges and smaller universities. These, we say, must not be handicapped or lost. Our entire system of higher education depends upon them even as (if a crude illustration may be drawn upon to emphasize the point) major league baseball depends upon "sand lot" teams. No,—upon the salvation of the smaller depends the greater. Should the war continue for another two, three, or five

years, can our institutions carry on? Then, too, the problem of a year's military conscription, if favorably considered, adds a year to the war period. Again, the Armed Forces expect to hold the younger men for their army of occupation. It has been announced that married men and fathers will be released first. And, the period of social and economic readjustment following the war more than likely will bring new problems for higher education. Anyone who has given thought to the problem must know that for some time to come the rehabilitation under Public Law #16 will be far more important than the G.I. education under Public Law #346. Colleges will need many additional facilities to meet this need. Thus, the problem of salvation is not easy to analyze nor to answer.

From your replies the Committee has arrived at some definite conclusions.

The first conclusion is that the effects of the war have been unevenly distributed among the colleges and universities. Voluntary enlistment and Selective Service have affected the enrolment of colleges in proportion to their male enrolment. Army and Navy college training programs, because of the highly technical character of the instruction required and the necessity for messing and housing facilities, utilized only about 500 institutions at the peak of their programs. Other government contracts, again limited by the technical facilities required, were limited to a comparatively few institutions. Enrolments in 1943-44 were but 54 per cent of the number of men and women in colleges in 1939-40. The enrolment of men was reduced to 31 per cent of the 1939-40 total; of women, 88 per cent.

By July, 1945, the Army and Navy contracts will be reduced to comparatively unimportant factors in the service which the institutions can render. Quotas will be reduced, and the number of institutions will be not more than one-fifth of the number required in December, 1943, at the peak of the program. Present policies of Selective Service will continue to limit male students in colleges and universities to seventeen-year-olds. The 4-F's are not to be depended upon in light of present recommendations. Public Laws #16 and #346, passed by the Congress in its very earnest effort to give some indication of its appreciation of the services which the men and women in uniform have rendered to a grateful nation, will not immediately materially in-

crease the number of students in institutions of higher education. The age of those now being separated from service, the large percentage of disability and the opportunity of procuring jobs at high wages all mitigate against the return of the veteran to continue his education.

The second conclusion is that, faced with these situations and the continually shrinking enrolment, colleges and universities began as early as 1941-42 to make specific economies and a wide variety of other adjustments. Included among the economies were: the increase of the teaching load of members of the faculty to absorb the teaching and administrative responsibilities of those who entered the armed forces or other war activities; the replacing of some of those who left the institution by part-time instructors and those of lesser teaching experience; reducing the amount of funds spent for permanent equipment, maintenance, library and other special services to students; decreasing the course and curriculum opportunities available to students. The financial adjustments which colleges and universities made included: the expenditure of unrestricted endowment funds for operational expenses, borrowing from endowment or from commercial sources, and drives among alumni and friends to meet war deficits.

Institutions should be commended for the realistic and prompt way in which they have met the essential demands of war and the economies forced upon them. The Advisory Committee believes, due to these economies and other adjustments:

That until July 1, 1944, colleges and universities had a serious time of adjustment and nearly 100, largely junior colleges and small institutions, closed their doors, but no emergency exists that justifies congressional legislation to compensate for the losses sustained in this period.

For 1944-45 colleges and universities face the rapid curtailment of military programs and the decrease in the number and extent of other governmental contracts. They face, too, a continuance of their present low civilian enrolment. Because of these facts, the Committee concludes:

That, on the basis of estimates for the academic year 1944-45, a comparatively few colleges are facing an emergency, and that these are primarily men's colleges and the smaller coeducational institutions which will suffer more se-

vere cut-backs in their financial returns and hence are facing a critical situation.

Recognizing that these economies and adjustments cannot be continued without irreparable loss to the nation in the continuously lessened effectiveness of higher education, the Committee concludes:

That, according to the statements of educational leaders, if the war continues and students are not returned to the institutions, a more critical situation will develop for an ever increasing number of colleges and universities.

To be more specific, a study of 36 men's colleges for which adequate records are available indicates 8 are not in difficulty, 16 are currently showing sizable deficits with much larger ones to follow, and 13 are facing even this year serious educational and financial problems.

The eight institutions which are not in difficulty are all controlled by religious orders where instructional cost is much less because of a high ratio of non-salaried instructors. Even with these institutions, however, important adjustments have had to be made. Two report that special gifts will total over one-fourth of the income for the current year, and three have reduced the faculty by at least one-third. These and other adjustments make possible a balanced budget, but clearly demonstrate a weakening of institutional effectiveness. Half of them still have military programs, none of which is likely to continue beyond the current academic year, and these institutions will then be faced with further adjustments.

The sixteen institutions which currently show some deficits will be faced with a critical situation in another year, despite economies already effected. One of these institutions currently receives three-fourths of its income from a Navy contract and still shows a 10 per cent deficit amounting to \$131,000. Another receives 50 per cent of its income from military contracts many of which will be terminated by the end of the year, leaving it at that time with a probable deficit of more than five million dollars. Another currently shows expenditures only 4 per cent short of income, but this will rise to 25 per cent at the conclusion of the present year. The result is that while these institutions are currently not in too serious shape, they face disastrous deficits for the next college year.

Thirteen institutions are currently facing a real financial crisis. Civilian enrolment, as with the institutions in the previous category, is around 10 per cent of normal. About half of them still have military units, but most of these units are very small and will be discontinued by July, 1945. Faculty personnel has been reduced to as much as 50 per cent of normal; balances and reserves are nearly wiped out; gifts (while abnormally high in some cases) are insufficient to effect a deficit; and expenditures range from 10 per cent to over 300 per cent of income. These institutions, some of them regarded as among our more important colleges, are in precarious financial condition.

A study of 104 privately supported, four-year coeducational institutions, for which adequate records are available, indicates that 41 of them are operating on balanced budgets for the current year and are not now facing a financial crisis; 46 are not operating on a balanced budget even though numerous adjustments have been made in the attempt to offset the loss from student fees; and 17 others, either because of exceptionally large income from gifts or of irregular factors, have effected a nominal balance but face a potentially critical situation.

Of the forty-one institutions which are currently operating on a balanced budget, twenty-five have done so because of income from Navy V-12 units, and several others because of income from other programs relating to the war effort. More than half of these institutions have little or no hope of continuing the military programs beyond the current year. In most cases the budgets show greater income than is likely because of the gradual elimination of the V-12 and other military programs. The result is that many of them by the end of the current college year will face what are to them large deficits, and the following year will be in a similar situation to that of the other coeducational colleges now experiencing very real deficits.

Seventeen of the institutions have taken more or less drastic action to show a balanced budget. One has cut its faculty from 99 to 20. Another has received gifts totaling about one-fifth of the budget. Another has become an exclusively V-12 institution, eliminating completely its civilians and hence the need for civilian courses. Others have eaten into reserves or bank balances or borrowed money to make up the difference. Although these financial adjustments permit the showing of a balanced budget,

they indicate a weakening of the educational effectiveness of the institutions. They are, therefore, really in no better condition than the forty-six institutions showing a deficit, and in certain cases may not be in as stable a condition.

The forty-six institutions showing a deficit range from those who currently have resources on which to draw to those which are in critical shape because of low enrolments. Eleven of them have Navy programs; twelve have other military programs; and twenty-three have only civilian students. They fall roughly into three groups: (1) Those institutions, which have a budget showing income 10 per cent under expenditures. This deficit would be greater were it not for the fact that over half of these institutions have military programs, and practically all have effected economies in reduction of faculty, lessened appropriations for maintenance, library, etc. (2) Those institutions which have budgets showing income from 10 to 20 per cent under expenditures. Only a few of these had military programs; enrolments dropped off from 25 to 50 per cent of normal even though more women were admitted; faculty personnel was cut from 10 to 40 per cent; and other economies were effected. (3) Those institutions with budgets showing income up to 35 per cent under expenditures. None of these had military programs of sizable proportion; economies of all sorts were effected; and with depleted enrolments their effectiveness is seriously impaired. All of the institutions in these three groups face further deficits, even increasing ones, as the war goes on at the same time that they possess less and less vitality. The trends show that should the war continue through 1946-47, these colleges will find it almost impossible to carry on. So much for statistics. How shall our institutions of higher learning be saved?

The Advisory Committee is considering the following recommendations which you have made.

I. The Advisory Committee recognizes that the present serious shortage of manpower makes it necessary to continue the induction of all physically qualified males. It specifically calls attention, however, to the rapidly increasing shortage of men in professional fields essential to the national welfare, such as medicine, dentistry, engineering, physics, chemistry and others. With each year of war the gap in the flow of young men into these es-

sential fields becomes a more serious threat to the national interest. The Committee, therefore, recommends:

That, at the earliest possible time, without jeopardy to the successful prosecution of the war, Selective Service be urged to reestablish a selected student deferment, especially for fields essential to the national interest.

II. In a limited number of fields of instruction there is now a serious shortage in teaching personnel. When the number of those released from war industries or from military duty becomes large enough to tax the instructional facilities of the institution, this shortage will become acute. The Committee therefore recommends:

That, subject to the same limitation of I above, members of faculties of colleges and universities whose services are requested by the institution be given priority in release from military duty or other government positions.

III. The Committee is deeply conscious of the responsibility of state and local governments and of private enterprise for the support of higher education. Both publicly and privately controlled colleges and universities receive a portion of their income through gifts. The Committee, therefore, recommends:

That, a further study be made of existing provisions of corporation and individual tax laws and returns therefrom with a view to stimulating an increase in gifts to philanthropic institutions.

IV. The Armed Forces and other government agencies are beginning now to have surplus commodities no longer necessary for the prosecution of the war. No further legislative action regarding surplus war commodities is necessary. So the committee urges that procedures be established immediately by the Office of War Mobilization to facilitate transfer or purchase of materials of value to educational institutions to colleges and universities. The committee urges that educational institutions be given high priority in the procurement of such materials that are of value for instruction and other educational services and that a special office be set up to keep the colleges in touch with available materials.

V. War has brought a serious loss in the effectiveness of higher education. These sacrifices are necessary and inescapable parts of the war effort of the entire nation and should therefore

be borne in part by the Federal government. Granting that the adjustment and losses have been many and varied, one that is directly attributable to the war is the loss of income from student fees. To compensate in part for this and to prevent a crisis in higher education so acute as to seriously undermine the whole structure of higher education, the Committee recommends:

That, direct grants be given to both publicly and privately controlled colleges and universities on the following bases:

1. For each institution qualifying for such assistance, multiply its average tuition fee per student per quarter or term for the three academic years, 1937-38, 1938-39, 1939-40 as determined from its published statements, by the number obtained by subtracting the number of its full-time (or equivalent part-time) resident students (civilian and military) in each quarter or term from 75 per cent of the average enrolment of such students for the nine quarters or six terms of the academic years 1937-38, 1938-39, 1939-40.

2. Payment shall be calculated for each quarter or term separately, provided that:

- a. No payments under this provision shall be made to any institution for any quarter or term in which its enrolment equals 75 per cent of the average enrolment as determined in 1 above;
- b. No payment under this provision shall be made to any institution for loss in enrolment for any quarter or term prior to the regular quarter or term first beginning in 1945;
- c. Payments shall be made for not more than three quarters or two terms in any one calendar year and shall be only for those within the usual academic year; and,
- d. All payment under this provision shall cease within the last quarter or term ending in the period between the termination of the present war and six months thereafter.

VI. Recognizing that other accredited institutions which cannot qualify for direct grants may, for other reasons than loss of student fees, be in a serious financial situation, the Committee recommends:

That, the Congress appropriate such a sum as may be determined desirable to be available to accredited publicly and privately controlled colleges and universities for long-term low interest loans, such loans to be administered through

the special division described in relation to direct grants above.

VII. The war has brought an almost complete cessation of repair and replacement of permanent equipment and of repair and construction of buildings. At the same time, the war has undermined the financial structure of institutions by preventing the building up or retention of reserves. The Committee therefore recommends:

That, the Congress provide grants-in-aid on a matching basis to both publicly and privately controlled colleges and universities for repair and replacement of permanent equipment and repair and construction of buildings.

VIII. As pointed out throughout this report, the needs of industry during the period of reconversion and the inevitable gap in the whole field of adult education have created an unprecedented need for the extension of the facilities of higher education to the adult population. Throughout the years the Federal government has provided financial assistance to extension education through land-grant colleges and state universities, primarily in the field of agriculture and home economics. In the aftermath of war it is desirable that such extension education be carried over into a broad range of fields of study and through such facilities as extension courses, institutes and demonstration centers. The Committee therefore recommends:

That, the Congress provide funds for the Federal government to enter into contractual relations with individual colleges and universities for such educational services as shall meet the needs for adult education brought about by the war. Such contracts shall provide for purchase in whole or in part of such educational services.

IX. The war has demonstrated the necessity of the national planning of research for the national welfare. The gains made through the effective operation of the Office of Scientific Research and Development should be retained. Research projects should be broadened to include research in the social sciences and the humanities. At present only 105 institutions have 90 per cent of research contracts. The strength of many of our institutions should be utilized. The Committee therefore recommends:

That, a research fund be established by the Congress to be used on a contractual basis, as widely distributed as pos-

sible, with both publicly and privately controlled colleges and universities to stimulate and guide development of research. The administration of the research program shall be through a special agency comparable to the existing Office of Scientific Research and Development.

X. Through Public Laws #113, #16, and #346, 78th Congress, the Federal government has provided a system of national scholarships for education for veterans and for those injured in war industry and otherwise. The Congress is to be earnestly commended for its generous provision for those who qualify under the provisions of these acts. No provisions have been made for the education of those who, because of age, sex, or physical disability, cannot qualify for the benefits of these acts. Through state legislation and scholarship funds of colleges and universities approximately 72,500 young people, only, can receive the benefit of financial assistance through scholarships and fellowships. Increasingly throughout the whole history of American higher education the Federal government has sought to democratize the benefits of higher education. In the light of these facts, the Committee recommends:

That, a national system of earned, selective scholarships for college and university students be established.

Such scholarships shall be of two types—undergraduate and graduate, including professional study. For each congressional district there shall be allotted twenty-five undergraduate and five graduate scholarships, such scholarships to be awarded to those receiving the highest scores, in order of test rank, on undergraduate and graduate examinations to be given in February of each calendar year.

XI. When World War II was declared, no plan had been prepared for the effective utilization of institutions of higher education. To avoid the repetition of such lack of planning, and in order that the universities and colleges may be utilized most effectively in the national interest during periods of declared emergency, it is recommended:

That, a committee representing the educational institutions and the various Federal armed services prepare a unified plan, which should be revised periodically, for using the colleges and universities in national emergencies.

XII. The study of higher education is but one segment of the relationship of the Federal government to all education. A number of the recommendations included in this report are as

equally applicable to education on the sub-collegiate level as on the level of higher education. The piecemeal method of relying upon special educational pressure groups to obtain legislative preference is endangering the whole structure of American education. The Committee therefore recommends:

That, through joint resolution of the Senate and the House of Representatives the Committee on Education of the House of Representatives be authorized and directed to supplement the present study of higher education by a further study of all levels of education in relation to the Federal government; that a joint commission to carry forward such a comprehensive study shall be appointed, that it be authorized to utilize the services of other government agencies and non-governmental agencies and organizations as shall be deemed wise, and that it make such recommendations as shall establish a complete pattern for the postwar period based upon the principles that have given our educational systems the strength that is theirs.

What do you think of your suggestions? Have you any other suggestions for the consideration of the Committee? It is unlikely you will agree with all of these suggestions. What recommendations shall be finally considered for adoption by the Committee will be reviewed at its next meeting. We want your criticisms. We are eager, even as you are, through our recommendations, to get a flexible system that shall meet the needs, according to the severity of the crisis confronting our colleges.

This your Committee knows from your communications. There is a nobility that governs your efforts to serve. In spite of discouragement you strive with a will that shall conquer the obstacles which now confront you as educational leaders. The Advisory Committee wants to be of help to you. Because of their belief in you and in the institutions you represent, Messrs. McCormack and Barden and their Committeemen want to aid you, if help be needed and possible. They, through the Committee, want your counsel. Put your suggestions in writing for us—and at once. Working together, salvation can be had. With faith in the future of higher education we can meet the challenge war has brought. We will see to it that higher education through the fire of stress shall be tempered so as to meet triumphantly the challenge of working to maintain peace and understanding among men. This we shall do through our men of knowledge and of spirit.

THE COLLEGES IN TRANSITION

FRANK T. HINES
ADMINISTRATOR, VETERANS AFFAIRS

AS Administrator of Veterans Affairs, I am particularly interested in the young men and women who are fighting the war and who will be coming back when the war ends to make a readjustment under peace conditions. These young men and women will have special problems as well as those associated with the times in which we live. They are destined to become one of the dominating forces in American life. Their leaders in large numbers will be coming to our institutions of higher learning. What our colleges and universities decide to do, therefore, in the transition period is of great importance.

These returning veterans will have been away a long time. They will have been busy fighting the most momentous and devastating of all wars against the most dangerous of all enemies. After their immense undertakings, after the hard battles they have fought, they will not be over-impressed by the problems of postwar reconstruction. They will expect that we will do, without too much talk, whatever needs to be done to make America great. These men will not expect lethargy, lack of planning and lack of thought at home. They have, by their departure and by their heroic efforts, placed us in a position of trusteeship. That trusteeship should impress every thinking man and woman. We must act for those who fell in the last war with their mission unfulfilled, for those who fight in this war lest their mission also be betrayed, and for their children that they may have a heritage of peace.

They have fought the good fight; they have kept the faith. When the war is over we must show that we have kept faith with them. "Every citizen," to use the words of President Wilson, "is indorser on the general obligation."

Among the indorsers on this general obligation are the colleges and universities. They have had an important role to play in the war and will have a still more important role to play after the war. Never has a war required so much learning as this one. It was necessary to train millions of workers how to make new weap-

ons and millions of soldiers how to use them. A vitally important part of this training has been carried on by the colleges and universities. When the nation's call came, the colleges and universities with one accord placed all their resources at the service of the government. Over a million persons were trained in our colleges and universities to relieve specific shortages in war industries and the armed forces. As of November 15, 1943, 420 colleges had in training 288,000 service men. This enrolment has sharply decreased since then. They have changed their courses and their methods. They have gone to war just as our factories have gone to war. They will be faced, at the end of the war, with a problem of conversion similar to that affecting other fields. There will be a necessary retooling of subject matter and methodology to serve the needs of the postwar era.

NUMBER WHO WILL BE COMING TO THE COLLEGES

What happened after the last war has little necessary relation to what we may expect after this war. After the last war we had no legislative provision for the educational readjustment of our armed forces as a whole. An equally important factor in the situation is the educational differential of the men of World War I and World War II. In the last war 80% of our men were on the grade school level; in this war only 34% are on the grade school level. In the last war 4% were high school graduates; in this war 24% are high school graduates. In the last war 5% were college men; in this war 14% are college men.

The heavy assignment which this will place upon the colleges is obvious because, as is always the case, those who will be desiring further education will be those who have had enough education and have been sufficiently successful in it to make them desire more of it; and most of these will be ready to enter or to continue in college. Very few will have the ambition to continue full-time education on the lower levels. Retraining is of course another matter.

Not all of the returning veterans will be seeking education. Three-quarters of them, according to reports, are definitely not seeking it. Of the 25% who will probably seek education some are planning for full-time education or training and some for part-time. You will be particularly interested in the number planning to return to full-time college courses.

A survey based on answers to a carefully executed questionnaire providing cross tabulations for consistency covering a sample of 25,000 men here and abroad indicates that approximately 8% of the men in the Army as of the present time have very definite plans for returning to full-time school and that about 90% of all the men planning to return to full-time school are qualified on the basis of their previous education to enter college if they so desire. In the opinion of the investigators probably 75% of the men qualified for college will enter college rather than some other type of institution.

If we assume that the same percentages may be used in estimating the number from the Navy and other services who will enter full-time education at the college level, we shall have by taking 75% of the 8% of the eleven million men who are planning to take full-time education, 660,000 veterans who will be entering college. That number are now definitely determined to continue full-time education on the college level regardless of other conditions such as the number of jobs available after the war. An increased knowledge among the troops of the provisions of the Servicemen's Readjustment Act may increase the number.

The survey indicates that a much larger proportion of the men, 18%, will take part-time education. This in terms of the number in the armed forces will bring the number up close to two million. Many of these will be taking their courses on the college level. Estimates of part-time schooling however cannot be so sharply defined as those for full-time schooling because plans for part-time schooling depend upon contingencies, such as whether the job accepted requires more education, while full-time schooling is usually integral with a definite life plan.

Correlation of plans for full-time schooling with age, marital status and amount of education put the burden of full-time education under the Servicemen's Readjustment Act squarely on the colleges. Of those definitely planning to take full-time schooling—81% are under twenty-two, 12% are under twenty-four, 6% are under twenty-nine, and only 1% are over twenty-nine, showing high correlation with age; 92% are single, 7% are married, and 1% are widowed or divorced, showing high correlation with marital status; 57% have had college training;

34% are high school graduates; 8% have had some high school, and only 1% have grade school education, showing high correlation with previous education. The men who are planning to undertake full-time education are those who have the prerequisites for college work, who are in the younger age group, and who are single.

The situation may be summarized in this way. Of those intending to take full-time schooling 93% are under twenty-five years of age; 93% are unmarried and 90% have either graduated from high school or have taken some college work. In other words the great majority of full-time men will be college students.

Those intending to take part-time schooling are interested in vocational subjects primarily. Of the number desiring part-time schooling three-fourths are planning to go to trade and business schools and one-fourth are intending to take college and high school courses. This makes about 500,000 who are intending to take part-time college work in addition to the 660,000 who are planning to take full-time college work, making a total of 1,160,000 prospective college students from the armed forces.

OTHER PLANNING PROBLEMS

Planning for these men involves not only an estimate of the number who will be going to college but also the time when they will arrive. No one knows when the war will end. No one in civilian life knows the detailed plans for demobilization. The chances are that the men will be demobilized over a period of two years with the heaviest load falling upon the colleges about eighteen months after victory over the last of the aggressor powers. This estimate is based upon the supposition that the older men and the men with dependents and those who have been in the longest will be demobilized first, and that the younger men with fewer dependents, in other words the potential college group, will remain in the armed forces longer.

The matter of adjusting to the additional load will of course be a serious problem with the colleges. In this connection it should be pointed out that the number who have clear intentions of taking up college work, full time, represents approximately 50% more than the highest peak load for the colleges of the country. In 1940, the year of highest enrolment, there were

1,316,000 in the colleges and universities. The number who say that they definitely intend to return to college, full time, namely 660,000, is exactly half of this. This 50% increase will fill all your empty seats but in most cases it will not necessitate capital outlays for new buildings and equipment. Not only will the men be demobilized gradually, but many of them will take advantage of high employment conditions and thus enter their courses perhaps one or two years later as is permissible under the Act. The load will thus be distributed and attenuated. There may however be extra need for the accommodation of men with families.

For the purpose of planning it is necessary to know not only the number of veterans who will be coming as students and the approximate time of the load, but the types of courses and subjects the veterans will desire. We have a great many facts concerning what the men in the armed forces have studied while in the services, but these are biased by the fact that many of the selections were for the purpose of advancement and associated with the technical skills needed for war. The best index at present available on the intentions of the men in the armed forces as to subject matter and levels of training is the actual choices of the veterans under the rehabilitation program. These men may be atypical to some extent, but these are the choices made after the men returned to their homes and communities. They are actual as over against projected choices. You will be informed shortly as soon as studies are made showing trends in the distribution of courses and occupational objectives.

PROBLEMS OF EDUCATIONAL READJUSTMENT

The theme of this conference is, "The Colleges in Transition from War to Peace." Implied in this theme are certain changes, for there is no road back for the colleges any more than there is a road back in economics. If we should return to the "normalcy" of our most prosperous year of prewar times, 1929, we should have 19,000,000 people out of work. Time marches on. In an integrated society there is no way of turning the clock back. Our colleges are going to change; they are not just going to return to their former peacetime status. The question is, what are these changes going to be?

In view of the need for conversion, and in view of the fact that you have so kindly invited me to contribute to your deliberations, it is my desire to discuss briefly four points which I believe are of the highest importance in the restructuring of higher education.

These points are (1) the need for self-criticism, (2) the need for a more adult type of education, (3) the need for individual development and guidance, (4) the need for an emphasis upon citizenship to balance the emphasis on technical education.

Let me discuss these points briefly.

(1) *The need for constant self-criticism.* Our colleges and universities are public service institutions. This fact is not as clear in the minds of a great many people as it should be. There are 1,700 colleges in the United States. They are endowed in the amount of \$1,760,000,000; their physical plants are valued at \$2,300,000,000; they spend \$700,000,000 annually. Their general function is to bring youth into contact with the cultural heritage, to develop good citizens, and to prepare a certain number for the learned professions. Our colleges and universities constitute one of our great national resources. Academic freedom has been granted to them as an essential condition of productive research and scholarly achievement.

All colleges are set up by permission of the state and are supported largely by taxation, student fees and endowment. Every college in order to operate must secure a charter from the state in return for a contract to perform certain public services. Taken as a whole, 37% of the funds for the support of higher education come from taxation; 35% come from student fees; 7% come from gifts and grants from wealthy individuals; and 12% come from endowment. Some of our universities are entirely tax supported. Some of them are supported by minority groups under religious foundations. The American public, therefore, has a stake and interest in them.

No attempt has been made in this country to control the colleges and universities, and no attempt will be made. Academic freedom is guarded. The Servicemen's Readjustment Act under which veteran education will be carried on specifically forbids supervision or control by any Federal agency or official. The duties and operations of these institutions are so highly special-

ized that they must of necessity control their own affairs and establish their own aims. The intelligent, disciplined professional employees of these institutions operate them and set their standards. Policies may be officially announced by boards of trustees but actually they are formulated by the professors and the deans. To such an extent is this the case and so effectively have they conducted their affairs that in the minds of most of us the colleges seem to be accountable to nobody. But not for one moment must it be forgotten that the charter of every institution of higher learning represents a public trust.

In other words the public reserves the employer's right to criticize and make suggestions. The fact that this right has not been more widely used is a general recognition of the efficiency with which the colleges and universities have handled their own affairs. College faculties realizing their social responsibility periodically criticize their offerings. The various plans for veteran education which have been prepared by colleges and associations of colleges all over the country are cases in point. The colleges know that should this self-criticism cease for any considerable period of time they would forfeit their position of leadership.

As long as they are keenly aware of their responsibility and make proper adjustment in the light of changing conditions the colleges need have no fear of government interference. In this connection I want to make it very explicit that the Veterans Administration which is charged with the administration of the Servicemen's Readjustment Act is not an educational agency. It is an administrative agency and will not interfere with the educational policies and procedures of any qualified educational institution. The full responsibility therefore is *yours*. The higher education of the returning veteran is in the hands of the colleges and universities, and in theirs alone.

It is exceedingly important therefore that the colleges and universities, as stewards of a public trust, should carefully scrutinize their functions and their offerings that they may not be weighed in the balances and found wanting in a day of crisis and opportunity.

(2) *The need for an adult type of program for veterans.* This war has already lasted longer than the last war, and the end is not in sight. The longer our men stay away the more adult they

will be. There is no escaping the fact that the veterans returning to the universities after military service will be two or three years older than persons of corresponding educational status before the war. From many points of view they will be immature but on the whole if experience matures men they will be mature beyond their years.

The fact that these men are chronologically older than they would normally be upon entrance to your institutions has some relation to entrance requirements, accreditation, guidance, acceleration and the modification of the curriculum. What will be done by way of adjusting these men in these respects will depend upon the philosophy of education held by the professors and the deans in your institutions. There has been much planning in the interest of acceleration. Summary courses have been planned. Methods of accreditation have been worked out whereby the educational achievements and growth of the men in the armed forces will be equated in terms of credit toward advanced standing. Under certain conditions where a degree is not desired the requirement of high school graduation has been waived. In other cases deficiencies have been taken care of by the inclusion of the required subjects in the college curriculum. Courses have been streamlined so that more content is given in a shorter period of time. By numerous methods of accommodation the colleges are recognizing the adulthood of the veteran.

There is every argument for thus accelerating the education of the older veterans. Since delayed education throws the whole complex of marriage, vocation and social life out of balance the veteran should be given every opportunity to go as fast and as far as his capabilities will allow. Under no circumstances should he be held back by rules and requirements which have nothing to do with a man of his age.

Acceleration is primarily a matter of improved instruction. In education as in industry it has been found that better methods bring more results than added hours. It is not necessary to make a general practice of filling the summer periods with teaching in order to accelerate the education of the veteran. This would rapidly deplete one of our most important national resources, the scholarship and the creativeness of our college faculties. The solution of the problem of acceleration is not in the addition of

hours or the curtailing of values, but in improved course construction, the elimination of less valuable material and the general streamlining of content.

Well-constructed courses taught by vital and interesting teachers who have a thorough grasp of their subjects have more real content than courses which are taught out of books by unimaginative and overworked instructors.

An excellent example of acceleration through the functionalizing of subject matter and the improvement of teaching is seen in Army and Navy language instruction. When the Army and Navy had languages to teach quickly for specific purposes they made it plain that a congeries of old courses and methods in a new juxtaposition would not do. They refused the cutting and pasting method of making courses out of previously designed courses. They wanted new courses constructed to fit the purpose. Since the languages were to be spoken, not written, the speaking method of learning was adopted without question. Since certain words and expressions are more important for military purposes and for getting along in other countries than other words and expressions, these important words and expressions were selected and taught first, and they were taught in the connection in which they would be used in real situations. As a consequence, although limited to essentials, the armed forces have achieved a notable success in language education from which we can all take a lesson.

The Army and the Navy have insisted upon courses tailor-made to fit the purpose; in other words educational structures designed for specific functions and streamlined to those functions. Their persistent questions in developing courses have been: What must be done? What kind of person does it take to do it? What information must he have? What skills must he have? What must be his attitude? Which of these elements are most important; next in importance? How should they be tied together? In what order must they be taught? And then after teaching the course, other questions: What can be left out? What new better material must go in? These questions are basic to good course construction, to the guidance and selection of students, to the selection of material, to the development of method. Streamlining was necessary because time was of the ut-

most importance and efficiency was essential. The war experience has thus done much to show the value of new integrations of subject matter and the need of modifying traditional practices.

Life is short at the best. Whatever methods can be devised to get the individual started on his career and prepare him to serve society and enjoy the world in a shorter period of time and with less waste will be a permanent contribution to veteran education and to adult education generally.

In emphasizing the need of making up the years which were lost it must be realized however that acceleration is more applicable to some subjects than to others. The same acceleration cannot be expected in history, philosophy and literary appreciation as can be expected in engineering subjects, for there is a difference between learning and technique, between careful persistent thinking and the application of equations. In our desire to advance the veteran, cultural values must not be neglected. In these momentous days fraught with world-wide issues, there is need of education "in depth," to use a military phrase, and in higher education there must be breadth as well as depth. This too is an adult need. A college education fails completely, I am sure you will agree, if it does not broaden horizons and deepen appreciations.

Both the character and the atmosphere of education for veterans must be adult. It must be realized that none of this education is compulsory. If it does not have the earnestness and forthrightness of your graduate schools—I am not now speaking of the difficulty of the instruction—and if it is not functional in the sense that its aims and methods are clearly related and integrated, it will not hold the veterans. Education will only be sought by veterans if it meets their needs, vocational or cultural, and their judgment as to this will be the hard judgment of men who have gone through hard experiences.

(3) *The need for individual development.* Individuals differ in native endowment and talent. Obviously the first step in educational planning is to analyze the individual's abilities, interests and needs. The next step is to design a program of knowledge and experience which will help him realize his talents and ambitions.

The men in the armed forces are accustomed to procedures of testing and classification and special assignment, and they will expect that their personal assets will be evaluated through wisely administered guidance programs. They will also expect that there will be counselors with sufficient wisdom and knowledge of the world to prevent them from going into lines of endeavor which are unsuitable or unprofitable.

In order that our veterans may be given sound psychological, educational and occupational advice, a plan was inaugurated a year ago whereby the Veterans Administration encouraged colleges and universities to organize advisement centers to which the Veterans Administration would send disabled veterans for guidance. A number of these centers in colleges and universities have already been set up. The plan is designed to effect close co-operation between our educational institutions and the Veterans Administration in providing further decentralization of vocational rehabilitation activities so that vocational counseling and induction into training may be accomplished more conveniently and efficiently at points near the homes of the disabled veterans. These guidance centers at universities and also those in the field offices of the Veterans Administration are open to all veterans taking education or training under the Servicemen's Readjustment Act, Public 346, if they desire to use them.

Since the Veterans Administration will under no circumstances interfere with the policies or procedures of educational institutions and will in no way limit the freedom of individuals to take any course they desire at any approved institution which will accept them, it is exceedingly important, first, that veterans should be encouraged to seek advice, and second, that the schools placed on the approved list under the provisions of the Servicemen's Readjustment Act should be thoroughly suited and equipped to give adequate education and training.

The responsibility which rests with the appropriate agency of the State to determine whether a training institution is qualified and equipped to furnish education or training to the veteran, is in my opinion one of the most important responsibilities contained in the law. It is my hope that the colleges and universities may be able to play a very important part, indirectly and directly, in insisting that high standards be maintained in ap-

proving institutions as "qualified and equipped" to furnish education or training to the returning veteran. We cannot afford to let this great program fail by allowing our returning veterans to pursue inadequate courses in poor institutions.

Guided by the principle that the veteran deserves the best in educational services and that only institutions which are in fact qualified and equipped to educate the veteran should be on the approved list, some of our State Departments of Education have set up committees to approve institutions on the basis of general administration, faculty preparation, student personnel practices, library and plant facilities and curriculum and instruction.¹ Not all States have taken the responsibility with the seriousness it deserves, but it is hoped that a rigorous screening of institutions for the purpose of veteran education will be made throughout the country.

The veteran is thus offered an established guidance service, and will also be protected against unscrupulous schools through the procedures I have outlined. But since the Veterans Administration will not interfere in education, the educational welfare of the veteran must rest with the educators.

There is another sense in which education should be individualized. While the student must equip himself vocationally, it is his right and his duty also to equip himself to lead a broad and rich life. In these days of increasing division of labor, the liberating influence of a knowledge of the world that reaches beyond the narrow vocational purpose and makes the individual competent in the problems of our associated life, should be welcome. The development of the individual as a person in his own right is one of the functions of education.

Women's colleges are represented here. The distaff side of education deserves full consideration in these days of change. While we are considering individualized education let us not forget that there will be women veterans and women war workers coming to our colleges and universities. Over 230,000 women have pursued engineering, science and management war training courses in colleges. Twenty per cent of these took engineering drawing and similar subjects applicable to production jobs. The

¹ See the Michigan Plan of approving institutions under the "G.I. Bill," *Journal of Higher Education*, December 1944.

remainder took personnel and labor relations, inspection and testing, engineering fundamentals, communications and industrial management. Women have become professional workers and technicians in almost every field. The work of women has changed much more than the work of men. Obviously women's new role in the occupational world should be reflected in the curriculums of women's colleges. At the same time women's functions remain different from those of men. This too should be reflected in the course of study for women.

(4) *The need for an emphasis upon citizenship.* Our system of public education was established for the purpose of making good citizens. This is the reason why our forebears put public money into education. This purpose is clearly stated in the constitutions of practically all our States. Our great privately endowed and State universities were set up not only to train a certain number of qualified individuals to man the professions, but to develop a public leadership. This function of the university is often lost sight of. There are however in a number of large universities, in addition to departments of economics and sociology, schools of citizenship, departments of human relations, institutes of public policy and of public administration—to name only a few.

The concepts and the attitudes of our returning service men are going to affect the future of this country. It is therefore important that they should have a knowledge of this world in which we live and in which all the future development of the race will take place, and a knowledge of our national problems. Surveys made by the Army indicate that knowledge of this type lags behind other types of knowledge.

There is needed for our veterans what might be called "the humanistic supplement to technical education." Our veterans, to prepare themselves for the technical jobs of mechanized warfare, have given a good deal of time to technical subjects—mathematics, electricity, mechanics, chemistry, and their applications. They have learned, incidentally, some geography, but they have neglected, for the most part, other broadening subjects such as history, economics, psychology, political science, literature, and verbal and written expression. Studies indicate that the necessities of war, in spite of all the effort of the Army's educational

services, have brought about a decrease of interest in what might be called the citizenship subjects.

There is needed an increased "interest in whatever makes for the common welfare, an interest which is intellectual and practical as well as emotional." It is important that our returning veterans should be able to deal intelligently with the social, economic and political problems of American life and of the world. It must be realized however that the average student is not "sold" on the need for citizenship education. It is not self-evident. To convince the veteran, these subjects will have to be presented much more realistically than they have been in the past.

In summary, our boys by the very fact of their going to fight abroad have placed upon all of us who remain at home a solemn obligation. The colleges are indorsers on that obligation. As service institutions they must give account of their stewardship. They cannot stand still while all the world changes. They must constantly criticize their offerings; they must develop adult programs for adults; they must help the veteran reestablish himself quickly; they must develop a more functional curriculum; they must provide for individual development and guidance; they must strengthen their citizenship programs; they must plan together to make their maximum contribution to America.

I feel very strongly on the matter of the education of the veteran. You will forgive me therefore if I have made this problem central, and if I have stated things bluntly that should perhaps have been stated with qualification. I know little about the professional aspects of education. But I do know something about life. And since life and education are identical twins, knowledge of one probably gives me the right to some opinions about the other. I also suspect that what is good for the veteran may be good for other students. We are all agreed at least on this, that the educational readjustment of the veteran is one of the most important problems facing the colleges of America.

CREATIVE ARTS AND HIGHER EDUCATION

HELEN PEAVY WASHBURN

ITHACA, NEW YORK

PART II *

PROBLEMS

NO one knows better than teachers of the arts in colleges and universities what are the problems connected with such teaching and no one is in better position to suggest solutions. Here follow some of the most important.

Perhaps the greatest controversy rages over the question, "Should college courses in the practice of the arts be taught by artists?" Anyone with a more than superficial knowledge of artists or of college faculties can see at a glance that this problem is by no means as simple as it looks. Most of the artists are violently on the affirmative side. One who has made his living beginning shortly after college graduation as a writer of fiction for various magazines and who has lately taught writing in one of the large western universities states the case thus:

I dare say the teaching of writing is the most outstanding example of teaching by people almost completely inexperienced in their subject. It is almost exclusively taught by people trained in English literature from the critical approach of the research scholar. And that's fine for teaching courses in literature, or criticism, but not creative writing. In fact their training and approach becomes a definite psychological block to either understanding or even recognizing the *process* of writing. Their entire approach is inevitably that of criticism of literature. The difference is vast—and irreconcilable. One is, so far as helping people to write is concerned, destructive, while the other is constructive.

On the face of it, this would seem a good idea. On the other side, however, is the evidence that teachers who are not themselves artists have often had great success in training students who become artists. One of the most spectacular examples of this is to be found in the Hopwood program at the University of Michigan.

* NOTE: This is the second of four articles to appear in successive issues of the *Bulletin*.

From 1889 until 1927, the University of Michigan possessed a remarkably successful professor of rhetoric named F. N. Scott. Among his many students who won recognition as journalists, dramatists and writers in various other fields was the playwright Avery Hopwood of the Class of 1905. In gratitude for the training he had received there and with the desire to help future writers at his Alma Mater, he willed one-fifth of his estate to the Regents of the University for the encouragement of creative work in writing. At his death in 1928, the University of Michigan came into possession of \$313,836.10 for the establishment of the Avery Hopwood and Jule Hopwood Prizes to be awarded annually to students performing the best creative work in dramatic writing, fiction, poetry and the essay. The value of the prizes has ranged from minor awards of \$20 to \$50 to freshmen, up to major awards as high as \$2500 in fiction and poetry. The total value of the many awards has amounted to around \$9000 yearly. The manuscripts submitted in the competitions have been produced in connection with various composition courses and are the result of many conferences with the instructor and many revisions.

The results measured in terms of recognition from the publishing world are nothing short of amazing. It is almost a rule rather than an exception that winners of major awards in the novel attain publication. Winners in poetry and short story also are frequently published. Rival firms regularly send representatives to interview contestants as soon as the awards are made. That these published works are no flash in the pan foisted on the public by the size of the awards is attested by the authors' future record of successful publication.¹

¹ Among former winners since the beginning of the program in 1930-31, Betty Smith topped best seller lists in 1943 with "A Tree Grows in Brooklyn." She had won a major Hopwood award in drama and fiction in 1931. Norman Rosten has had a play produced on Broadway and has published a second volume of poetry since winning an award in 1938. Since the publication of Mildred Walker's winning novel, "Fireweed" in 1934, she has published 5 more novels, 2 of which have been book club selections. Iola Fuller has published a second novel since her winning "The Loon Feather" in 1940 and is now at work on a third and on a non-fiction work for the American Folkways series. Maritta Wolff's winning "Whistle Stop" (1941) was followed by "Night Shift" a year later. Clara Laidlaw's winning short story "The Little Black Boys" was published in *Atlantic*

A person's first thought in viewing such a record would probably be that the size of the awards attracted to Michigan some of the best potential talent in the country. To some extent this may be true. Other educators interested in stimulating creative arts might do well to see what a little cash laid on the line could accomplish. In spite of rumors to the contrary, artists are no different from scientists and technicians in their need for food, clothing and shelter.

A further investigation, however, will show that this is not the only answer. Professor Roy W. Cowden, director of the program, comments as follows:

I believe the size of the awards has now and then drawn talented students to Ann Arbor but in no great numbers. There are actually not a large number of talented young writers in the United States. . . . When the most promising young writers in the country are coming here and winning our prizes, we shall be making the very best use of the income from the Hopwood bequest; but that time is not yet.

The other answers are undoubtedly found in the quality of the instruction. Alan Seager is the only writer on the English Department staff who is teaching composition. Professor Cowden says,

The other men teaching courses in creative writing are not themselves writers and most of them lay no great claim to what the world calls scholarship. . . . As for writers who are teachers, I believe it is Katherine Ann Porter who has remarked that writers who teach try to make all their students write as they do. There may be something in what Miss Porter has said. One cannot give himself equally to two important forces in his life. Miss Porter has also remarked that those teachers who are not writers know nothing about writing. I plead for another group, the teachers who do not write but do know something about writing. If they belong to no school of writing and have no deeply

Monthly and reprinted in "The Best Short Stories of 1943," the O'Henry Memorial Volume for 1943, and Whit Burnett's collection of great stories of the human spirit, "The Seas of God." Virginia Chase Perkins who won a major fiction award in 1940 has in 1944 published "The American House." Rosemary Obermeyer's winning manuscript of 1942, "Golden Apples of the Sun," was a selection of the Catholic Book Club. This by no means exhausts the list of successful writers who have won Hopwood awards.

rooted preferences for one thing rather than another they may be able to see talent in whatever guise it appears.

Because it describes so well the qualities necessary for all good teachers of creative arts, the statement of a former student of Professor Cowden deserves quoting at length:

There is no doubt at all that the notable success of the students who have worked in creative writing here is due in large measure to the high quality of the guidance given them, and particularly to the unusual man who is director of the Hopwood awards—Mr. Cowden himself. I have yet to meet a student who has worked with him for any length of time who does not consider him infallible; there have been several instances where his judgment has proved more astute than that of publishers. Mildred Walker, Iola Fuller, John Ciardi, and a host of other novelists and poets come back to him again and again with their second, third, fourth, fifth and sixth books. Each year he adds the members of this year's class to the population of those who look to him for advice, but he does not get rid of last year's or that of the year before, or that of thirty years ago. They keep coming back, and sending manuscripts back from all parts of the world.

Mr. Cowden has a bottomless patience and hope for all his students. If there is the slightest suspicion of talent he will give enormous amounts of time and careful work to nursing it along and coaxing it into flower. One of his most remarkable qualities is that he is able to appreciate and help to develop every variety of talent. It may be a traditional form or it may be a new voice trying to speak in a new unclassified way; whatever it is, he is able to understand what it is trying to do. By being an intelligent listener he enables the student himself to clarify the problems involved in his manuscript. As one graduate student put it, "each of us has the illusion that ours is the one manuscript he is *really* interested in."

Although he makes no pretense of being a scholar, Mr. Cowden actually is a scholar in the truest and most fruitful sense of the word in that he constantly applies the results of his research in his teaching. He has searched out and studied the successive manuscripts of many classics and has learned from them a very great deal about the creative process.

Midway between these schools of thought concerning the artist as teacher is a plan recently established at Harvard. Harvard has a long tradition of excellence in English instruction and of

outstanding teachers, both writers and scholars, from Longfellow and Lowell to Bliss Perry, LeBaron Russell Briggs, and Charles T. Copeland. Harvard had educated 16 of the 86 prominent writers mentioned earlier, while her nearest competitor, Yale, claimed only six. The present Briggs-Copeland Instructorships bring various young writers of distinction to the University for a junior term limited to three years or a senior term limited to five years. The holder of such an instructorship must teach at least one section of required English and may do other work such as the teaching of advanced composition at the discretion of the English Department. He may work part or full time with salary adjusted accordingly. Theodore Morrison, Director of English A, has this to say:

I believe that when a good practicing writer has a gift for teaching, he makes an especially good teacher of composition. It is not that I think all writers make good teachers, or that only writers make good teachers of composition. I do think that the writer with a turn for the classroom is a salutary influence on his students and on the college in general.

[By means of the Briggs-Copeland appointments] we hope to give young writers a chance to develop themselves professionally and at the same time to bring their special gifts to bear on the teaching of composition and on their fellow staff members. Most of us believe that [the plan] has fully justified itself to date. I should say myself that the Briggs-Copeland Instructors have shown gratifying capacity to keep on producing as writers while working hard at their responsibilities as teachers.

The instructorships are five in number. Those originally appointed to them were, in the junior term, Delmore Schwartz and Wallace Stegner, now both promoted to the senior term. Since appointment Mr. Schwartz has published *Shenandoah* and *Genesis*, to mention only two items, and Mr. Stegner has published *The Big Rock Candy Mountain* and *Mormon Country* (in American Folkways series) to mention only the most substantial of several books. In the senior term, Robert G. Davis, Howard Baker and Mark Schorer were the original appointees. During his term, Mr. Davis began writing for the *New Yorker*. A collection of Howard Baker's poems was published by New Directions during his term. Mr. Schorer during his term published his second novel, *The Hermit Place*.

The teaching of all these young men has certainly been admirable and I think I should be speaking with pardon-

able pride if I said that it had unquestionably been a distinction both to the English A staff and to the University.

In weighing these various views, it would seem that there is much truth in all of them. An artist-teacher is indeed prone to turn out little would-be artists in his own image. The stronger his individual view of the universe, the likelier is he to do this. Yet the record of artists as teachers from Biblical times through the Renaissance and into the present would indicate that this does not always follow and that when it does, the student of strong personality can take what the artist-teacher offers of value to him and discard the rest.

In checking the education of the various distinguished artists mentioned earlier, it was noticeable that musical composers and performers, painters and sculptors almost invariably mentioned studying with three or four or more prominent older artists. This might suggest that they consider contact with such artists of great importance in their development. Actually, many may have studied with these artist-teachers in art school or conservatory, but do not consider attendance at the school important enough to mention. Their listing of several artist-teachers often of quite opposite points of view might indicate that they as students recognized this above-mentioned tendency and counteracted it by exposure to various and varied artistic personalities. Colleges could well employ the same system in choosing teachers who are artists.

It is quite possible, too, for a college to keep a prominent artist on its staff as window dressing, for the artist to accept this role complacently with no real interest in his students, and to do far less for them than his humbler, poorer paid and sometimes less artistic colleagues. A young writer decided to visit a college writing course given by a prominent novelist before registering. She attended two sessions both of which were taught by a substitute. When she inquired whether this were the usual procedure, a regular student replied, "Oh, yes. Miss —— is too busy writing novels to see her classes very often." Prominent composers teaching university classes have also been known to spend so much time traveling to make necessary contacts and to hear first performances of their works that their students never saw them for weeks on end.

If an artist is to be a successful teacher or if one who is not a practicing artist is to teach art successfully, both artist and teacher should have in his nature something of the quality of the other and should have a thorough understanding of, and respect for, both creative art and teaching. If the artist can subdue his own view of art enough to see the needs and special talents of his individual students and how best to develop them and can subdue his own creative urge as much as necessary to take an interest in their welfare and to study the problems and technique of teaching, he may make the best possible teacher of art because he understands the creative process as few other teachers can. On the other hand, the teacher who is not a professional artist may have in his nature all the essential creative elements, but he may be an artist in students rather than in written words or paint. Such a teacher may have a better record for training artists than many artists of distinction can boast.

The great danger is in getting someone to teach art who has no understanding of the artist, the creative process, or the artist's needs. Many colleges seem to have excelled in getting just such teachers. They have assumed that if a person has a scholar's textbook knowledge of facts concerning the arts, it must follow that he can teach art successfully. Our colleges should recognize that art and scholarship are two quite separate matters and must be dealt with as such. There is all the difference between them of knowing a thing and knowing about it.

Assuming that it is possible, with care, to find artists who can teach and who can contribute much to college art programs, the next question arises, "Will artists fit into a college or university curriculum?" Frankly, the answer is doubtful. Some artists will and many will not. Instead of dismissing the idea of using the latter ones as teachers, it might be well to consider the possibility of making the curriculum fit the artist.

Many artists of distinction still believe that those who can, do, and those who can't, teach. They consider colleges narrow, hidebound, pedantic and pedestrian citadels of didacticism, dogmatism and reaction. Even if they were starving as sometimes they are, they would not demean themselves by traffic with such an institution. A perfect example of this is contained in the advice given by an older artist and member of the National Acad-

emy of Design to a younger painter and teacher of art in a university on the occasion of his first big one-man show. "In the information you send the gallery," said the elder, "you'd best not mention that you teach art and for Heaven's sake don't say you teach it in a university. That will damn you in all art circles before they ever have a chance to see your pictures."

Before dismissing with equal scorn the holders of this point of view, college administrators and faculty might occasionally pause to wonder if it might be partly true.

Artists are likely to feel that college programs are too inflexible to allow any worth-while practice work in art. The student's schedule does not allow enough consecutive hours for such work while the artist-teacher is under constant pressure to make his work conform to a formula or pattern in some director's mind. Art is such an individual matter and so dependent on the individual artist's interpretation that no two artists can ever teach it in the same way and no artist of integrity can follow a rigid and dogmatic program laid down by one who does not understand art or the artist. Such programs are all too likely to teach the words without the music.

If a college hopes to lure an artist of worth to its midst, it must show a greater tolerance toward the artistic point of view than it has often shown. If artists were not persons of strong individuality, they would have nothing beyond the commonplace to say in their art. Having much to say, they cannot always confine it to their art alone. As one editor put it, "an artist is likely to be quite unorthodox in some respect, which makes him a beautiful target for critical attack on the universities by outraged business men and legislators of the Dies Committee frame of mind."

It is fortunate for the teachers of the history of art that artists of the past have often been "quite unorthodox in some respect." It gives their courses a piquancy and sense of daring and adventure that must often make up for any real appreciation of the art they discuss. But any eccentricities that living artists may possess or individual qualities in their work are quite different matters. What in years to come will be taught as the artist's distinctive contribution is frowned upon by many professors while it is being created because it is different from the type of thing to which they have been accustomed.

The artist on his side has an equal responsibility. Since the Industrial Revolution, he has felt himself less and less an integral and necessary part of society. Since society spurned the artist, the artist became equally scornful of society and often retreated to a never-never land of art for art's sake where only a small clique of initiates seeking new sensations might enter. If the artist expects colleges and universities to make a place for him, he must consider himself not a misfitting onlooker but part of the world and its work with an interest in and tolerance for the various branches of human activity not his own. He must realize that most of his dislike for scholars and scholarship is really a dislike for pedants and pedantry. True scholarship is not concerned with a mere dry recital of facts and figures; it also is creative in using the knowledge of the past to form new and better paths toward the future. The artist must understand that the various scholarly approaches to art are also quite legitimate branches of art study, some of which might even broaden his own point of view.

Both the artist and the scholar must realize that the two approaches need not necessarily be antagonistic to each other. Each is necessary for the fullest understanding; each can complement the other if given a fair chance. When both artist and scholar are willing to gain this broader knowledge of the problems and the point of view of the other, living art will no longer need to fight for a toehold in the halls of higher education.

With artists installed as teachers in our colleges, the question inevitably arises, "Will they remain artists if they live long in such an atmosphere?" There is danger that they may not. When Olaf Brauner gave the first courses in art practice offered at Cornell University in 1900, his heavy teaching schedule left no time for his own painting. He said to the administrators, "If I have no time free to paint, I shall no longer be an artist or therefore fit to teach art to others." Eventually, he won his point for himself and for all the various artists who came later to that department. In theory at least, they were given half-time schedules with the understanding that they were to devote their free time to the practice of their art as a necessary part of their university work. Other colleges have often not been so far-seeing. As one example from many, a professional writer of

ability and accomplishment wished to combine his writing with a half-time position teaching college English. He could not find an English department anywhere which would offer him more than the lowest instructor's salary. Many of them offered even less.

Beyond this, the artist needs a reasonable time away from teaching and the college. He needs to supplement the theoretical knowledge which the college can offer with direct contact with the world in action if his own art is to reflect adequately the problems and activities of this world. Sabbatic leaves of absence granted by many colleges are quite as necessary for artists as for research workers. Even these may not suffice to keep the artist from going stale. Perhaps the Briggs-Copeland Instructorships at Harvard may be the best solution in employing writers as teachers for a strictly limited period. Changing artists frequently has the advantage of giving a college many different artistic points of view while at the same time it saves the artist from submerging his art in teaching and drowning in a sea of culture too far from the solid land of everyday life.

The problem of how art should be presented in colleges and universities would require a volume and is a matter for each institution to decide for itself. Should or should not practice work in art be given credit toward degrees? The objection that there are no objective standards for measuring credit in creative arts and that artists themselves can never agree would apply equally well to philosophy, psychology, sociology, economics or political science, yet degrees are given in these with no fuss whatever. There is a body of opinion among creative artists which is quite as consistent as a basis for judgment as is the body of opinion in these various subjects and in many others.

Institutions such as Princeton, though encouraging creative arts in many ways, have preferred until quite recently to keep them extra-curricular and out of the category of degree-getting subjects. Others including Yale, University of Iowa, Cornell University, University of Michigan, Mills College and Bennington accept creative work in arts as partial fulfillment of requirements toward a degree. The heavens have not fallen as a result and much good creative work has been produced. A degree gained partly by writing a novel or painting a picture will add

nothing at all to an artist's stature in his profession, but since high schools and colleges insist on their teachers' possessing degrees and since many artists are forced to teach to support themselves, such degrees are often necessary means to such ends.

Many people are opposed to teaching any art in a college or university from a commercial angle. If our universities are to include schools of engineering, veterinary medicine and hotel management, there would seem to be no valid reason why they should not teach commercial art if they see fit. They might even elevate it in process. However, the college or university is especially well situated to teach art quite apart from considerations of sale as a means toward more significant living. It has a chance to right the balance here against the art for dollars' sake which panders to the lowest tastes of the greatest number. It will overlook the opportunity to aid and help direct civilization if it refuses to do this.

COLLEGE ADMINISTRATION—A SCIENCE AND AN ART

DANIEL L. MARSH
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PRESIDENTS of colleges and universities are generally held in high public esteem. They are everywhere treated with respect and deference. Their every public utterance is regarded as important howsoever unimportant may be the subject discussed. Let me mention two reasons why presidents are so favorably regarded.

In the first place, the modern president is the heir of a tradition of eminence. From the earliest days of the development of American civilization, the college or university president has been a courageous leader, a pioneer blazing trails of progress and freedom, a man whose leadership has been accepted because of his vision and his personal integrity. Old-time college and university presidents were men of dynamic personalities.

Nearly all of the great old colleges and universities in this country were founded by the church for religious reasons. The founders of our country were men of religious conviction and religious faith. Therefore, any person in a prominent position who at the same time was a force in the religious life of the community was properly adjudged as a public benefactor. Thus were college and university presidents the dominant religious influence in the country. Take such names as Witherspoon of Princeton, Dwight of Yale, Matthew Simpson of what is now DePauw, Beecher of Illinois, Olin of Randolph-Macon and later of Wesleyan, Wayland of Brown, Marsh of Vermont, Finney of Oberlin—these and others too numerous to mention meant more to the conservation and advancement of a vital and intelligent religion than did their contemporaries who were exclusively and technically religious leaders. At the same time, all these men made continuous contributions to the improvement of American citizenship, and endeavored to create a more responsible attitude toward civic, social and economic life.

The second reason for the prestige of the presidency is America's faith in education as a means of advancing the democratic

NOTE: Address given at the Inauguration of President Russell David Cole, Cornell College, Mount Vernon, Iowa, April 25, 1944.

way of life. Our belief in education is so strong that education comes pretty nearly being our national religion. In spite of what foreigners think of our "dollar chasing" and of our emphasis upon material things, the true American looks behind the glory and glitter of war, the pomp and circumstance of politics, and the power of money, and finds that what makes this nation truly great is the imponderables of life as expressed in religion, poetry, architecture, the fine arts and literature.

The presidents who established this tradition of eminence were leaders of religious thought, great orators and men of real learning. They were also the most distinguished contributors to the advancement of knowledge. Whatever progress learning has made is to be credited largely to certain college presidents who were prophets of new ideas and courageous pioneers in the enterprise of education. For instance, William Smith, the Anglican clergyman who was the first provost of the University of Pennsylvania, wrote a treatise entitled "A General Idea of the College of Mierania," which was epochal in educational advance. It was he who insisted that the needs of the students and of society should be taken into account in forming the curriculum. Another pioneer was Samuel Johnson, also a minister, who became President of Columbia University. He outlined a program of education that was so all-encompassing that even Columbia has not yet caught up with it. Bishop Madison, the first President of William and Mary after the Declaration of Independence was adopted, enlarged and modernized the curriculum of that College by adding courses in economics, political and historical subjects, and even medicine and law.

Presidents Nott of Union College in Schenectady, New York, Humphrey of Amherst, James Marsh of the University of Vermont, and Francis Wayland of Brown—all of them ministers—must all be listed as dominant figures in the progress of education in this country. Discipline was humanized by the radical changes which were made in the curriculum of the University of Vermont by President James Marsh. For original enthusiasm in establishing a system that was fruitful of results, James Marsh stands out as one of the greatest educators in the history of American education. Francis Wayland of Brown inveighed against "vested rights of by-gone ages," and pleaded for "a sys-

tem of education which shall raise to high intellectual culture the whole mass of our people."

The traditional position of the president makes him the one man ultimately responsible for everything affecting the reputation of the school and the well-being of its students. This has been true from the beginning right down to our own time. It is this significance of the office that prompted Herman G. James, former President of Ohio University, to declare that "the most important single function performed by the trustees is the selection of the president," and that prompted former President R. M. Hughes of Iowa State College to affirm that "in even our strongest and most stable institutions, the appointment of a new president remains the most important event of a decade."

Therefore when a vacancy occurs in a college or university presidency, the trustees might reverently paraphrase the ancient question of Job: Where shall a president be found, and where is the place of president training? I frequently receive inquiries from committees of boards of trustees and regents in quest of a president, asking whether I think it is better for them to elect a professor or a dean, a clergyman or a business man or somebody else. My habit is to answer the question, Yankee-like, by asking another one, namely: *Which* dean, *which* professor, *which* business man, *which* clergyman, are you considering? The important thing is not the "previous condition of servitude," but the man himself. Until the relatively recent past, institutions of higher learning invariably looked to the ministry for their presidents. At the present time the tendency is to look to professorships or the business world. The simple truth of the matter is that what the board of trustees should be looking for is not a professor because he is a professor, or a minister because he is a minister, or a business man because he is a business man; but rather for a man big enough to be a president, no matter whether he happens to be a professor or a minister or a business man or something else. *The man* is the thing altogether important! The modern propaganda that a president should always be taken from a college faculty has already gone to seed. The mere fact that a man happens to be a professor does not mean that he knows any more about educational administration—and probably not as much—as does a clergyman, for instance. After

nineteen years in a university presidency, and after personal acquaintanceship with nearly all the other great universities of America and of Europe, I am constrained to say that, all other things being equal—please note this qualification—all other things being equal, the best possible preliminary training for a college or university presidency is experience in the ministry. If a preacher has within him superior abilities that cause him, while still relatively young, so to rise above the rank and file of his brethren as to attract the attention of college and university trustees, then he should be considered along with other superior men, wheresoever they may be found.

It should be sobering to present-day cynics to reflect upon the fact that the tradition of eminence which gives prestige to the presidency today was established when nearly all college and university presidents were clergymen. Of the 288 pre-Civil War presidents, 262—more than nine-tenths of the whole—were ordained ministers of the Gospel.

The point is that in a college or university president, you want a man big enough to discharge the multifarious and multipotent duties that inhere in his office. You want a man who will fit into the apostolic succession made significant by such names as Witherspoon and Woodrow Wilson of Princeton, Hyde of Bowdoin, Hopkins of Williams, Harper of Chicago, Warren of Boston University, Eliot of Harvard, and Gilman of Johns Hopkins.

It goes without saying that an educational administrator must himself be educated. It is not essential that he should have achieved renown in some precisely focused field of scientific research, but he should be a man of broad culture, with a sympathetic and appreciative understanding of scholarship, himself sufficiently scholarly to merit the respect of those who are giving their lives to the advancement of knowledge.

An uneducated man in a college presidency is as uncomfortable as a fish on dry land. It used to be thought that the reason a fish died so quickly when it was taken out of water was because it could not breathe. A more recent opinion is that the fish dies as much from exhaustion resulting from flopping about trying to get into the water as it does from lack of air. Not contrariwise, an uneducated man in a college presidency is out of his element. Perhaps that partially explains the high rate of mortality in the profession: The average life of a college or uni-

versity president is four years. Maybe they die from sheer exhaustion of flopping around!

Educational administration is both a science and an art. Science is systematized knowledge. Art is knowledge made efficient by skill. Administration is the determination and execution of policies involving action. In determining policies, the administrator must weigh both current facts and past experience. The successful college president must have a practical memory of life's experiences. He will look back much as an automobile driver looks at the road over which he has traveled by lifting his eyes into the mirror while he still is driving forward. With a foresight made sure by a practical memory of the past, he will not be taken unawares by current conditions; but he will be able to accomplish what the poet Bridges calls "the masterful administration of the unforeseen." The execution of policies requires leadership that knows where it is going and an organization apt for the tasks in hand.

Administration is itself a social science. It is related to all the other social sciences. I once heard the late Charles J. Little, when I was taking a course in history with him at Northwestern University, say that his three best rules for success in life were, first, be an authority on something; second, always have one iron in the forge and one on the anvil, and third (quoting a certain Chicago politician), "be a devil of a mixer!"

Let the college president be an authority on something, and there is nothing better for him to be an authority on than college administration! If he is going to be an authority on administration, he must needs acquaint himself with all the other social sciences—history, sociology, economics, government, anthropology and all the rest of them; for on occasion, he will need to use every one of them in weighing current facts and past experiences. Let him likewise keep one iron in the forge and one on the anvil, else he will be wasting time. His job requires imagination, today's dream of tomorrow's actuality.

To administer authoritatively, a college president must be acquainted with the theory and practice of business; for he is the responsible executive head of a vast business enterprise. He should know what is meant by production costs, life expectancy of physical equipment, the fundamentals of accounting and finance. It is a truism of modern business that "effective admin-

istration in the end depends upon a centralized executive responsibility and authority." It is one of my dictums of administration that authority and responsibility must be equal. Power without responsibility means tyranny, and responsibility without commensurate authority spells chaos.

It is frequently said that there has been a gradual change in the essential requirements of a college presidency from the early days to the present, an evolution from profound scholarship to executive ability. This notion is erroneous on two counts. In the first place, a rather careful study of the biographies of the great presidents of the past together with a fair acquaintance with the presidents of today, leads me to the conclusion that the presidents of today are every whit as scholarly as they were yesteryear. Indeed, it is my judgment that there is more profound scholarship in the office today than ever before.

In the second place, the notion that the old-time presidents were not required to be business men is wholly erroneous; for as much demand was made upon them for money-raising and executive work as upon their present-day successors. To be sure, the president was the spiritual counselor of the students; he was the disciplinary officer; he conducted the chapel services, and generally taught a course in what they called moral philosophy. The heaviest burden that fell upon him was not teaching or preaching or discipline, but devising ways and means of making his school better, more attractive, and thus securing its continued existence. That is, he had to raise money! Most of the difficulties faced by our predecessors were financial. William Smith, first provost of the University of Pennsylvania, collected twenty thousand pounds for his institution, both in the colonies and in Europe. President Witherspoon of Princeton made what he called "foraging expeditions" in behalf of his school. The same story is told over and over as one reads the history of higher education in the earlier days: even lotteries were used, life scholarships were sold, legislative grants were sought, private subscriptions were solicited.

Vast also are the duties and responsibilities of a present-day president. Howsoever a particular institution's by-laws may define them, they generally resemble the definition given in the Statutes of Harvard University, the oldest of our educational institutions. According to the Harvard Statutes, "It is the duty

of the President of the University to call meetings of the Corporation, and preside at the same; to act as the ordinary medium of communication between the Corporation and the Overseers, and between the Corporation and the Faculties; to make an annual report to the Overseers on the general condition of the University; to preside on public academic days; to preside over the several Faculties; to direct the official correspondence of the University; to acquaint himself with the state, interests, and wants of the whole institution; and to exercise a general superintendence over all its concerns."

One of the most important duties of a modern president is not specifically mentioned in those Harvard Statutes, namely: responsibility for the making and administering of the budget. In a definitive article on "Budgets for Institutions of Higher Education," J. Harvey Cain, Technical Associate of the Financial Advisory Service of the American Council on Education, says:

"In an educational institution budget-making is one of the responsibilities of the president which he cannot shift to other shoulders. The composition of the budget reflects more clearly than anything else the ability of the president in management, and it is the yardstick by which he is judged as to his ability as an administrator and educator. The success of his educational program depends upon his ability to offer an intelligent budget with a well-balanced percentage of expenditures, divided between general administration, instruction and research, libraries, maintenance of plant, auxiliary activities, and non-educational expenditures. In a business enterprise an expenditure may be justified by the amount of profit it will produce. In an educational institution there is no such definite method of testing the wisdom of an expenditure. It depends entirely upon the individual judgment of the president or the instructions of his trustees. The test of successful management is the 'ability to separate the favorable from the unfavorable factors,' to develop departments that give promise, and to know when to say 'NO' to endless pet schemes and proposals."

The science and art of educational administration find their highest expression in the personnel responsibilities of the president. His personnel relations are manifold, with trustees, students, faculty, alumni, community, and the larger constituency. If the selection of a president is the most important single func-

tion performed by the trustees, then by the same token, the appointment of faculty members is the president's most important responsibility, for no college can rise higher than the scholarship and ideals of the faculty.

The president must have a grasp of human behavior, individually and in groups. He must know how normal human beings react to certain stimuli. While himself an indefatigable worker, he does his work best when he seems to be enjoying the supreme ease of watching other people work. He holds his organization in the palm of his hand so that he can show it when in society or put it in his pocket, as he pleases. The successful president keeps his faculties working in their proper places, while at the same time he works for the unity of his organization. He has such singleness of purpose, so believes in his institution, and is so consecrated to its service, that he creates an *esprit de corps* that causes the college to operate smoothly and effectively. The faculty members are so encouraged and inspired that only seldom does a professor lose his sense of calling and cease to be an evangelist for the subject he teaches.

What are the characteristics that give a president power and influence? I do not venture to name all, but let me name a few of the more important traits.

Unimpeachable character is indispensable. If a man knows that he possesses a shoddy character, he should refuse election to a college or university presidency. Character is more caught than taught. The students in our institutions of higher learning get their ideas and ideals from their professors and presidents. Nothing can so dilute and make worthless a president's influence as suspicion concerning the unimpeachableness of his character. Character is what a man is in the dark and in the spotlight. It is that which keeps him true in the dark and humble in the spotlight.

Health is important, powers of physical endurance. Good health is in a president what resiliency is in iron, what tone is in a musical instrument, what fragrance is in a flower. No man can be at his best if he is not able to bring to his daily tasks the strength and joy of exuberant health.

Patience is an indispensable qualification of a college president. Shortly after I became President of Boston University, I was talking to the late Charles F. Thwing, who had just com-

pleted thirty-one years of the presidency of Western Reserve University. I had shown him over Boston University's new campus, and then I said to him: "Dr. Thwing, what would you say, out of your long experience, is the most important thing for me to know as I confront this job?" My question had in mind the development of the new campus; but Dr. Thwing thought I meant the presidency of the University, and answered me accordingly. He said: "I can best answer that question by relating an incident. Shortly after I became President of Western Reserve University, I was talking with President Eliot of Harvard University. Eliot said to me: 'Thwing, what would you say, after this brief experience, is the most important qualification of a university president? I replied: 'From my brief experience, I should say that powers of endurance come first.' To which Eliot replied: 'When I had been President only a short time, I would have said the same thing, but now, after all these years in the office, I would put powers of physical endurance second, but patience first.'"

Eliot was not alone in this. William Pitt regarded patience as the first requisite of a prime minister. Patience, the power to hang on perseveringly and uncomplainingly for the fulfillment of some plan or purpose; patience, the power to endure with fortitude the harrowing tribulations of life; patience is the first spiritual virtue of a college or university president.

Fairness comes next. I cannot conceive of any finer compliment to be paid a president than when one student to another, or one professor to another, behind the president's back, describes him as "a square shooter!" The best rule for an educational administrator to follow is the Golden Rule. If a president is honest, willing to assume full responsibility for the results of his own words and deeds; if he is always fair; if he, by a process of imagination, tries to put himself in the place of the person with whom he is dealing; if he makes his decisions upon the basis of the Golden Rule, he has a good start for a long and successful career.

Common sense sometimes seems to be the most uncommon commodity in any community, and yet no man can fulfill the duties of a college presidency without a vast endowment of common sense. It would be well for every president to pray at least once every day for the Lord to bless him with common sense. Success

in matrimony depends upon common sense. No matter how devotedly a man and woman may love each other, unless they apply common sense to many situations in life, their marriage will be a failure. Common sense is as vitally related to success in a college presidency as it is to success in matrimony. If, whenever a president is confronted with a vexing and perplexing problem, he would just withdraw far enough from the turmoil of life to hold the question up against the light on different levels and look at it, and deliberately ask himself what the common-sense attitude toward this thing is, he would be saved from many a mistake. That is, if he has any common sense!

A sense of humor is *sine qua non* of a successful presidency. A sense of humor is a sense of proportion. It enables us to see that which is big as big and that which is little as little. It helps us to set ourselves upon the stage of life and laugh at ourselves. It punctures bubbles, and saves us from taking ourselves too seriously. It sheds the light that enables us to see every situation in proper perspective.

Intellectual flexibility is a most desirable trait in an educational administrator. Emerson boldly said: "Why should you keep your head over your shoulder? Suppose you should contradict yourself: what then? A foolish consistency is the hobgoblin of little minds." Many persons are so intent on making every word and every act consistent with their every other word and act that they hamstring themselves. The important thing is to get one's guiding ideals and principles clearly in mind, and then to make every word and every act consistent with those ideals and those principles. It may be that in this higher consistency there will appear to be inconsistency in one word with another or one act with another. Lord Halifax, British Ambassador to the United States, on being derided as a trimmer, made the celebrated reply: "I trim as the Temperate Zone trims between the North Pole and the Equator." Winston Churchill says that a statesman, in contact with the moving current of events and anxious to keep the ship on an even keel and steer a steady course, "may lean all his weight now on one side, and now on the other." Strict honesty and undiluted integrity are not incompatible with intellectual flexibility.

Courage is required in college or university administration. The real test of courage is not in some occasional exploit. It is to be found in long continued and paralyzing discouragements

and defeats. It is when the applause has subsided, when the conditions are full of disillusion, and depression and monotony make it easy to stop, then it is that real courage is, as the French would say, "*jusqu' au bout*," to the very end.

Tact is also an essential. In some quarters, tact is cynically spoken of, as though it were a mixture of weakness and insincerity. Not so! Tact comes from the same root as touch, and was an old Anglo-Saxon form that meant to touch lightly so as not to cause unnecessary suffering or pain. Tact is born of sympathy. Sympathy comes from two Greek words: *sym*, meaning "with," and *pathos*, meaning "to suffer." *Sym* and *pathos* is to suffer with another. The Latins called it *com*, "with," and *passio*, "to suffer"—to suffer with another. The good old Anglo-Saxon equivalent was *fellow-feeling*. It is when we suffer with another, have compassion upon him, have a fellow-feeling for him that we are most tactful. If a person is not essentially kind at heart, he cannot be tactful, and if he is not essentially kind at heart, he should not be a college or university president.

Ability to speak might be placed very near the top of requirements in a college president; for the president personalizes his institution. His constituency get their impression of the institution from him. Inability to speak effectively is a serious handicap to one who enters this profession.

Loyalty is a bedrock virtue in an educational administrator. Whenever a person can be disloyal to his organization, to his associates, to his superiors or his subordinates, he is wholly unfit for this position. The worst thing about disloyalty is that it is a bubble escaping to the surface betraying some rottenness underneath. Any president who will talk in a derogatory way about one member of the college family to another is already on the way to failure.

Above all, the president must be a man of faith—faith in people, faith in education, faith in the educability of the mass of people, and faith in himself as a co-worker with the best and lordliest forces. He must have also a great faith in God, a faith that will enable him to remain serene in the midst of calamity, and poised in the presence of petty and pugnacious emotionalism; that will enable him to lift his eyes to the far horizon; to see the long course of history to which his single life and this vast world belong; to trust Him who encompasses all centuries and all places in His mind and purpose.

SHOULD COLLEGE TEACHERS BE EDUCATED?

EARL J. McGRATH

DEAN, UNIVERSITY OF BUFFALO

COLLEGE teachers have been the subjects of more criticism than the members of any other profession. American witticisms and humorous anecdotes about the professor express the good-natured chaffing of the general public. Less kindly are many animadversions of the profession itself, particularly those of college presidents who see the deficiencies of college teachers but are unable to correct them. Although some college teachers are undoubtedly guilty of incompetence or willful neglect of duty, the members of the profession as a whole should not be censured for evils for which they are not responsible.

The reasons for the shortcomings of college teachers are not hard to find. They originate in the failure of universities to provide appropriate training for future members of the profession. College teachers are not educated to teach. They constitute the only professional group for which preparatory education is not designed to train the student for the duties society expects him to perform. Young persons who expect to become doctors spend several years studying the sciences which underlie sound diagnosis and therapy, after which additional years of study and practical experience as interns are devoted to the mastery of the techniques of the healing art. The physician has learned the specific knowledge and skills required in the practice of medicine. Education in other professions is similarly designed to inculcate the specialized abilities which constitute the essential features of the profession. In most states rigid laws protect the public against inadequate training, incompetence and malpractice by requiring those who seek admission to professional practice to demonstrate before an official examining body that they know the art and the science of their calling. It is anomalous that a society which exercises such caution in the selection and training of other practitioners should show such little concern about the professional training of those who are responsible for the intellectual and social development of young men and women during their most impressionable years.

The courses of study pursued by college teachers to qualify themselves for teaching rarely include any requirements giving specific recognition to the vocational objective of the student. An examination of the catalogues of leading graduate schools reveals no specific requirement for teaching in the Ph.D. program. If institutions responsible for the education of college teachers do not offer instruction calculated to produce the essential skills of the profession, teaching inefficiency must inevitably result. Those who rely upon heredity or the ordinary experiences of life to produce the qualities of mind or personality essential to good teaching will retard the improvement of college teaching and render a lamentable disservice to American youth.

A review of the criticisms of college teaching should indicate the direction which reform should take. A common complaint is that college instructors are too preoccupied with their subject-matter to see its broad significance, a shortcoming stemming from the practice of graduate faculties of requiring the prospective college teacher to confine his studies almost exclusively to a single field of knowledge, such as mathematics or history. This specialization usually intensified by the student's concern with a small subdivision of the field such as the History of the Church in the Middle Ages, prevents the student from seeing the broad philosophical meaning of the subject he is studying, and causes him to fail in one of the most important functions of the teacher—the cultivation in his students of the habit of looking for significant relationships among the variegated data of life.

Moreover, specialization causes the college teacher to make the assumption, often unconsciously, that every student he instructs is destined to follow a vocation requiring advanced instruction in his own subject with the result that the elementary courses systematically present all the detailed information basic to advanced study and neglect much general knowledge and experience with the solution of problems of far greater usefulness to the average student.

Excessive concentration also inspires strong department allegiances which militate against detached and balanced consideration of educational policy. Hence, discussions of the college curriculum revolve around the interests of departments rather than the needs of students, and counseling of students regarding

their choice of courses reflects departmental bias, with the result that students commonly increase their knowledge in fields in which they already possess adequate knowledge and neglect completely other knowledge patently essential to intelligent living.

The college teacher is, paradoxically, also criticized on the ground that he is not interested in teaching. The story of the university teacher who once remarked that "if it were not for the students, this would be a good place to work" is probably apocryphal, but it nevertheless exemplifies the attitude of some instructors in graduate schools, a point of view which is often transmitted to the future college teachers under their tutelage. Present requirements for the degree of Doctor of Philosophy cause most graduate students to devote much of their time to a research problem to the virtual exclusion of all other intellectual interests, even in their own field. By the time the college teacher begins his work he has come to look upon education primarily as a search for new knowledge and he is inclined to neglect the cardinal functions of the teacher in a liberal arts college—the dissemination of existing knowledge and the cultivation of the ability to reason. From this point of view the teaching of undergraduate classes becomes an irritating interruption of other and more absorbing intellectual activities.

It is also said that however well the college teacher may know his subject, he is often ignorant of the ambitions, the purposes and the interests of youth, and the conditions under which they learn. The effective teacher must not only be the master of his subject; he must also understand the psychology of the student and possess the esoteric knowledge and skills which constitute the art of teaching. At present many college teachers have neither theoretical instruction nor practical experience in teaching before assuming full responsibility for a college class. Hence, preparation for their life work has been completed before they know whether they have any aptitude for teaching. College students sitting under such a teacher are often the victims of unguided and uninspired pedagogical experimentation while the teacher learns by trial and error the techniques of teaching which should have been mastered with the help and guidance of an experienced teacher.

And, lastly, the college teacher is said to have little influence on the fundamental beliefs and the ideals of those he instructs. Students leave their alma mater with a certain intellectual and social sophistication but uninformed and without conviction regarding the economic, political and moral issues of their time. The student's inexperience with the satisfying art of reflective thinking and his philosophical immaturity result from the teacher's preoccupation with the purveyance of specialized knowledge, rather than with the arduous task of cultivating habits of intellectual workmanship and thoughtful living. The occasional teacher, known by every college graduate, whose vivid and thought-provoking teaching inspires generations of students is the exceptional example of the type of instruction which could be more common if teachers were taught to teach.

Opinion will vary widely with respect to the validity of these criticisms. No open-minded member of the profession can doubt, however, that the training of college teachers must undergo thoroughgoing revision. That society will require thousands of men and women capable of extending the borders of knowledge through research and able to teach others to do so cannot be denied. That it will require millions of men and women familiar with the vast body of existing knowledge and the accumulated wisdom of the ages and capable of reasoning clearly about current problems is equally clear. If the colleges perform their proper functions their graduates should possess those qualities of mind and spirit characteristic of the liberally educated man. It is these qualities which the training of college teachers should inculcate.

To accomplish basic reforms in the training of college teachers five major changes are required in the graduate program for their education. They are, the establishment of a new agency to plan and control the program for college teachers; selective admission requirements must be established for students who expect to become college teachers; prospective college teachers must receive a broader education in the various fields which constitute the curriculum of liberal arts colleges; they must have training and practical experience with the professional activities of the teacher; and a degree must be awarded distinguishing teachers from other graduate students who are not preparing to enter the teaching profession.

The reconstruction required can only be made with the full cooperation of the faculty members who determine the curriculum and provide the instruction in graduate schools. Established administrative practices, under which the various departments exercise almost exclusive control of the content of graduate study, militate against the success of any fundamental reform. Temporarily, at least, a new administrative entity is required in order that those who earnestly desire to better the preparation of college teachers may have a chance to do so unhindered by traditional authority. A separate administrative unit such as a graduate department of college teaching or a committee on the education of college teachers, broadly representative of the various fields of subject matter and the department of education, should be given complete responsibility for redesigning the program for college teachers. This policy-making body, at least for an experimental period, should determine the admissions standards, decide upon the curricular requirements in the various subject-matter departments and the department of education, and establish standards for teaching degrees. A committee, if constituted of persons of demonstrated teaching skill and unreserved devotion to the improvement of college teaching, could be expected to produce a graduate program free of present defects. The control of the program for the education of high school teachers has been placed in such a committee in several large institutions with beneficial results. Unless freed from the suffocating weight of tradition and the deadening effect of vested interests, it is doubtful whether any attempt at the reform of college teaching will be successful.

A crucial factor in the improvement of college teaching is the student's attitude toward his graduate work. Students who aspire to become members of the profession should be made conscious of their vocational objectives at once. Under existing conditions prospective college teachers have little opportunity to develop the professional spirit and standards of conduct characteristic of student groups in other professions. The experiences which students of medicine, dentistry and law have while living and studying together with a common occupational goal are considered by members of those groups to be of high educative value. Indeed, the controlling bodies in several professions refuse to grant academic credit for related military training be-

cause it does not include the intangible educational experiences professional students have together in the classroom and in their other common activities.

In order to sensitize the future college teacher to his vocational objectives at the very beginning of his graduate work, the registration procedure should classify him as a teacher, and all his academic experiences from that time should be expressly related to his future professional activities. Candidates for teaching degrees should be carefully selected on the basis of objective information concerning their aptitude for teaching, such as aptitude test scores, academic records and reports on previous teaching experience. Since good students do not invariably make good teachers, such records should be supplemented by information obtained in interviews conducted by master teachers. These conversations should not only produce additional evidence of the student's aptitude for teaching; they should also provide an opportunity to discuss with the student the life of a teacher and the qualities of mind and personality required in successful teaching. The factors which at present are given greatest weight in an application for admission to a graduate school are the student's earlier record in courses in a single academic field and the recommendation of a recognized scholar in that field. No indication appears in the published literature of graduate schools that the applicant's aptitude for college teaching is given any consideration, or even investigated. Until admission standards and procedures recognize the vocational objective of teachers, the selection of students most likely to succeed in a college teaching career must be, as it now is, purely accidental.

The curriculum of graduate schools has produced teachers whose intellectual training and interests are too narrow to provide the type of instruction needed by contemporary college students. The reasons for extending the range of the college teacher's knowledge can only be appreciated when recent changes in the curriculum of liberal arts colleges have been examined. As enrolments in these institutions have increased in recent decades, a smaller and smaller percentage of students has had professional occupational objectives for which advanced specialized training is necessary. Colleges are increasingly attended by students who want and need a broad general education not specifically preparatory for any vocation. Studies of the American

Youth Commission reveal that, exclusive of the professions, which absorb only six per cent of all workers, few occupations require any vocational training other than that which can be acquired on the job. Hence, most college students do not need specialized education. They do need courses of study which furnish a comprehensive knowledge of the physical world, of the human beings who inhabit it and of the means man has employed to adjust himself to this world.

In response to this need for broad knowledge, many colleges in recent years have instituted survey or other comprehensive courses introducing the student to the subject matter and intellectual methodology of all the major disciplines. Other institutions not wishing to make so basic a curricular change have nevertheless modified the usual elementary courses for the benefit of the student who does not need and should not have the specialized basic subject matter required by future majors. The first course in psychology, for example, has sometimes been revamped to include general material in social, abnormal and educational psychology of value to the majority of students, while technical physiological material, primarily of interest to those who expect to devote their lives to the study of psychology, has been shifted into more advanced courses. Even in the junior and senior years various devices such as tutorial instruction, comprehensive examinations and divisional seminars have been developed to increase the scope of the student's knowledge and his capacity to relate information in the field of his special interest to other knowledge and to life.

Such efforts to extend the intellectual horizon of the college student will unquestionably continue. If college teachers are to offer this broad instruction, the graduate program must be rounded out with requirements in the various disciplines which compose the liberal arts curriculum. For example, the student who hopes to become a teacher of physics should be required to demonstrate that he has a comprehensive understanding of the social sciences and the humanities. Preoccupation with the highly specialized instruction of the major department has excluded graduate students from other studies except in closely allied fields. Hence, the hypothetical physics student becomes more concerned with the highly specialized knowledge of the

advanced branches of his subject than with the social, philosophical and moral implications of science and scientific methodology. For the present, no method other than broadening requirements in the graduate program seems available to produce the liberal learning and philosophical understanding which characterized the college teacher of an earlier day, before the luxuriant proliferation of specialized knowledge in the universities.

Candidates for teaching degrees need not be required to demonstrate the breadth of their learning by taking additional courses in various departments. Many will wish to prepare themselves by independent reading and by other informal means. Applicants for teaching degrees should be examined with respect to the breadth of their learning and intellectual capacities before being admitted to candidacy. The Graduate Examination Program of the Carnegie Foundation for the Advancement of Teaching, now used in many of the well-known graduate schools, offers comprehensive examinations in most fields covering a wide range of subject matter graded from the elementary knowledge of first college courses to the esoteric knowledge of the scholar. Profiles of an individual's scores on the various parts of this examination indicate the student's relative standing in his own field of interest and in most of the others in the curriculum of the college of liberal arts. Institutions may, of course, wish to supplement these tests with others prepared by their own faculty to measure advancement toward special institutional objectives. Such tests will reveal any serious lacunae in the student's general knowledge which should be filled before he begins to teach. Before the degree is granted, signifying that the student is prepared to teach college classes he should be re-examined to determine whether the deficiencies in his general education have been repaired.

Sound pedagogical practice as well as practical considerations require a further broadening of the subject-matter preparation of college teachers through the amplification of divisional requirements. Teachers in many small liberal arts colleges must teach a variety of courses in related fields such as economics, political science and sociology, or physics, chemistry and mathematics. Survey courses, which have been increasingly popular in recent years, also demand a broad knowledge of related bodies of

subject matter. For practical and for theoretical reasons, therefore, the college teacher should know much more about the subjects related to his own than he commonly does today. To achieve this objective it would seem desirable to replace some of the highly specialized instruction in the graduate program with courses in related departments of more general usefulness and interest. Concretely, this means that the program for the future teacher of the social sciences should include second, third and fourth courses in sociology, anthropology, economics and history, rather than sixteenth or seventeenth courses in psychology. This lateral expansion of the content of teachers' education would provide the comprehensive knowledge needed by those who must cover divisional fields such as the social sciences, physical sciences, or the humanities, and it would also stimulate instructors to point out the relationships between various branches of knowledge.

Most graduate students devote much of their energy and time to gathering data relating to a specific research problem and in writing a thesis reporting the results of their investigations. These researches, though they are dignified by being considered additions to knowledge, often represent a very pedestrian form of intellectual exercise. This time-consuming and laborious activity, instrumental though it may be in the cultivation of the abilities required in research, affords little experience with the normal responsibilities and activities of the college teacher. But if the investigative activities of holders of the Ph.D. degree in mathematics are representative of other fields, the thesis requirement does not encourage research, for a distinguished committee of mathematicians, after taking an inventory of the scholarly productions of members of their own profession, reports that "it is no apparent overstatement to assert that, under present conditions, at least 80 per cent of those receiving the doctorate in mathematics will publish no useful research beyond their doctoral theses."¹ It is clear therefore that the research requirement in the graduate program neither contributes to the training of a college teacher nor except in a small percentage of cases does it inspire research.

¹ The Commission on the Training and Utilization of Advanced Students of Mathematics (E. J. Moulton, chairman), "Report on the Training of Teachers of Mathematics," *American Mathematical Monthly*, Vol. XLII, No. 5, May 1935.

For a student interested in becoming a college teacher, who possesses no outstanding aptitude for research, it would seem desirable to eliminate the present research requirements responsible for the intense specialization in the graduate program. Time thus released could be advantageously spent in extending the student's learning in other departments and in increasing his mastery of more general material in his own field.

It is vitally important that the prospective teacher should have more than a bowing acquaintance with the material he will eventually teach. Through continued re-examination of the facts and principles of his subject and philosophical reflection on their meaning, the future teacher must gain that feeling of confidence and maturity of judgment characteristic of all outstanding teachers. Hence, instead of spending more and more time in later graduate years analyzing smaller and smaller bits of knowledge, the student could more profitably extend the range of his learning into broader areas of knowledge and perfect his powers of reasoning and philosophical reflection.

Some of the time formerly spent in research activities can also be profitably employed in the improvement of habits of writing and speaking. Lucid exposition is the *sine qua non* of effective college teaching. In the graduate school, where the student's capacity to organize material and see relationships may be assumed, the instructor may ramble incoherently through his subject without serious loss of teaching efficiency. But such teaching in a college sends many students away uninformed, confused and rebellious. Instead of writing a dissertation dealing with highly technical subject matter, a graduate student who expects to teach should be required to prepare a number of papers systematically presenting material related to an assigned topic. These expositions might include treatises on historical subjects, critical evaluations of current theories, or essays on some pedagogical problem, often including subject matter completely understood by mature scholars, but new to students. Such exercises would serve the three-fold purpose of extending the student's knowledge, improving his ability to organize his ideas and increasing his capacity for lucid and stimulating expression.

The most shocking defect in the training of college teachers is the total lack of requirements relating to the specialized activi-

ties of the profession. One need only observe the utter inability of a brilliant student to transmit to others the knowledge he knows so well, to realize that all good students are not good teachers. The subtle operations of the mind of the accomplished teacher, and the techniques by which he unobtrusively imparts new knowledge and excites thought often go unobserved, even though his erudition may be the subject of universal admiration. It is doubtless true that a few human beings are born with the divine genius to stimulate others to think and to learn. But the majority of those who aspire to become superior teachers must learn the art of pedagogy through study, observation and practice. Like all other learning, these capacities can be more efficiently and expeditiously acquired through study under the direction and supervision of those who already know, than through self-study or undirected practice. It follows, therefore, that the curriculum for college teachers must include professional subject matter.

The professional consciousness of the future teacher should be aroused at the very outset of his graduate work, for his mental set will determine to a large extent how and what he learns. The Gestalt school of psychology has shown that the meaning of an experience is determined by the mental predisposition of the learner and the set of circumstances which form the context of the data to be learned. The study of electricity as a prospective engineer is a quite different psychological experience from the study of electricity as a future teacher of physics, even though the subject matter is identical in both instances. Hence, the graduate program for teachers should include professional subject matter in the first year in order to sensitize the student to the purpose of his study. The professional element in the curriculum should include three types of experiences: lectures and reading on the philosophy and practice of college education; apprentice teaching, including observation of a master teacher and teaching under his supervision; and seminars or group discussions of actual classroom problems.

Lectures and reading on professional subjects should form the foundation for future professional development. Throughout the first graduate year all candidates for teaching degrees, regardless of their subject-matter interests, should be required to

attend classes dealing with problems of professional education. In the early part of the year these classes, conducted by a specialist in the field of education, should be concerned with matters of general interest to college teachers, such as the purposes of college education, the social and the psychological characteristics of college students, techniques for the measurement of educational growth and the psychology of teaching. Later this group should be divided into smaller units of students with common subject-matter interests for the discussion of problems peculiar to their own field. This instruction introducing the student to his professional work, and indeed to all subsequent professional courses, would necessarily be given cooperatively by members of subject-matter departments and the department of education. It could succeed only with the whole-hearted endorsement of the subject-matter departments, and only if it were considered an essential part of the graduate program for college teachers. Courses in education have been widely criticized for their superficiality, their aimlessness and their concern with the obvious. Much of this criticism is justified. But it is true that a substantial body of valid and useful professional knowledge exists which no college teacher should be permitted to ignore.

At the end of the first graduate year primary responsibility for the professional training of college teachers should pass to subject-matter departments. Any unbiased college teacher will admit that regardless of his previous education he really didn't learn much about teaching until he began to teach. In this respect teachers are like the members of other professions who master the art of their craft by working at it. It is of crucial importance, therefore, that the student begin systematically to observe good teaching and to participate actively in the work of the classroom early in his graduate training. To provide such experience each student should in the second year be apprenticed to a teacher of recognized ability who for the remaining years of graduate study would act as counselor, supervisor and teacher. The student should begin at once to attend an elementary class instructed by the teacher for the purpose of observing the teaching process and the application of the theory learned in the didactic instruction of the first year. This vicarious experience as a teacher should gradually be succeeded by actual participa-

tion in the management of the class, the student finally assuming full teaching responsibility, but always in the presence and under the supervision of the master teacher.

In the last graduate year this practice teaching should be supplemented by a weekly professional seminar furnishing an opportunity for all graduate students in teaching to discuss the problems of their craft with other student-teachers, with accomplished teachers in their own divisions of knowledge and with persons versed in the technical field of education. If properly conducted these seminar discussions should provide the student not only with solutions to his current teaching problems but also with a body of principles for the solution of future problems. These meetings would also do much to enliven the professional consciousness of students and to reconcile the differences which often divide various groups in the profession to their own disadvantage and with detriment to the student.

This plan for the training of college teachers is designed to provide a distinctive program leading to professional competence. The student who successfully completes such a course of study should be rewarded with a special degree signifying his membership in the guild of teachers. It has been suggested that the Ph.D. degree be awarded, signifying that the teacher is not only master of his subject but also exhibits qualities of a broad, liberally educated mind. For the research type of graduate program, degrees bearing the name of the field of scholarship have been suggested, such as Doctor of History, or Doctor of Geology, indicating outstanding investigative ability in those fields. What degree is awarded for college teachers is not important. It is important that it be different from other degrees in order that the recipients may be recognized as a distinct group. Administrative officers in college would then be able to select teachers with greater discrimination than is now possible. And the teaching profession would be dignified as a professional group.

Throughout this discussion a distinction has been intentionally made between graduate training for research and graduate training for teaching. No disparagement is intended of those who wish to devote their lives to the high calling of doing, and teaching other human beings to do, research. This discussion was intended to show that, though often found together, the two

types of activity are essentially different, and that their essential differences should be clearly reflected in the education for each. The question of relative standards of performance is not at issue. Students who choose to become teachers should be expected to maintain the same high academic record required of those whose primary interest is in research. Again, whether such standards could be maintained would depend on the attitude of faculties in graduate schools. Hostility to the program would be sensed very quickly by students and their efforts and interests would be correspondingly affected.

Since the middle of the nineteenth century the development of higher education in America has mainly followed the pattern of the German university. This institution, dedicated to the cultivation of an intellectual and social aristocracy, at no time served more than a small fraction of German youth. Its highly selected students came with many years of broad education in the liberal disciplines upon which was superimposed the highly specialized training of the graduate schools which composed the university. After receiving their degrees they entered the professions or preferred positions in government or business.

The adoption by America of this German plan of higher education has undoubtedly been responsible for the renown of America scholars. Our preeminence in the fields dependent upon research such as the medical sciences, manufacturing and transportation, testifies to the excellence of the training in our universities. But it is questionable whether the education of the mass of our people has been equally effective. The German university concept was not designed for a democratic nation which is rapidly realizing the ideal of some form of higher education for the majority of American youth. Higher education in this country must be grounded on the principle of a widespread dissemination of knowledge among the people. It is the task of the American liberal arts college to cultivate in students the liberal traditions and the practical wisdom of a free people.

The proposals in this discussion are calculated to produce college teachers of broad learning and reflective disposition who can supply the type of liberal education which American youth must have if they are to deal intelligently with the complex problems of the modern world.

FRENCH SCHOLARSHIPS

Resolutions regarding Aid to French Schools and the Establishment of Scholarships and Fellowships for French Students Desiring to Come to the United States, Adopted at the Meeting of the American Association of Teachers of French, in New York City, December 27, 1944.

WHEREAS, education in France has suffered severely during the years of war and German occupation, and the educational authorities and institutions of the United States ought to aid in every way possible in restoring these advantages to the youth of its ally and friend; and

WHEREAS, it is possible that many young French students may wish to study in this country, and, while studying here may also be helpful in training our own students in oral French, and contribute by their presence to the development of mutual understanding and good will between the nations;

Be it *Resolved*; That the American Association of Teachers of French urge upon the competent national and educational authorities the study of the best means to aid French schools, and to facilitate the coming of French students of high school or college age to this country.

Be it *Further Resolved*; That the Association call upon all its members to inquire into the possibilities in their own schools and colleges of offering scholarships or fellowships to such students through the Institute of International Education.

CORRECTION

ASSOCIATION OF AMERICAN COLLEGES BULLETIN
DECEMBER, 1944

May I draw attention to a correction which should be made in the article I contributed to the December, 1944, issue of the BULLETIN. The short paragraph, pp. 546-7, should read as follows. (Words altered italicized.)

Another difficulty which seems often to be overlooked is that "tapering off" the salary would reduce the ultimate retirement allowance wherever it is fixed as a percentage of terminal service pay. To cite only one example, this is the way in which Carnegie free pensions *were once* determined. Tax-supported institutions might find that public laws defining "service" and defining "pensions" would present obstacles. Iowa is one state in which this difficulty has appeared.

HENRY JAMES

THE CONTINUING COLLEGE PRESIDENT

GUY E. SNAVELY

EXECUTIVE DIRECTOR, ASSOCIATION OF AMERICAN COLLEGES

THREE hundred and forty of our 600 member colleges have changed presidents during the seven and one-half years that I have been executive director of the Association of American Colleges. Forty-one colleges have had two or more changes during this period.

A study of the tenure of those who have gone out of office since the spring of 1937 shows that the average term of office is 12½ years. This average is about twice as large as the findings of a similar report made some 20 years ago.

Fifty-nine of the colleges under consideration had presidents to retire after a service of 20 or more years. Those who have served from 10 to 19 years inclusive, total an additional 78.

Seventy-three have served 5 years or less.

The following six have served 40 years, or more years as indicated below:

| | | |
|--------------------------|-----------------------|----------|
| Haywood Jefferson Pearce | Brenau College | 47 years |
| Matthew Winfred Dogan | Wiley College | 46 years |
| Harrison Randolph | College of Charleston | 45 years |
| James Hampton Kirkland | Vanderbilt University | 44 years |
| Willion Foster Peirce | Kenyon College | 41 years |
| Henry Nelson Snyder | Wofford College | 40 years |

Twelve other colleges had presidents who retired after serving 30-38 years inclusive:

| | | |
|--------------------------|----------------------------------|----------|
| Edwin Lewis Stephens | Southwestern Louisiana Institute | 38 years |
| Frank Mossman | Southwestern College | 37 years |
| Mary Emma Woolley | Mount Holyoke | 37 years |
| Robert Emory Blackwell | Randolph-Macon College | 36 years |
| Victor C. Kays | Arkansas State College | 34 years |
| William Franklin Curtis | Cedar Crest College for Women | 33 years |
| Silas Evans | Ripon College | 33 years |
| Edward Conradi | Florida State College for Women | 32 years |
| Vivian B. Small | Lake Erie College | 32 years |
| H. A. Constantineau | Our Lady of the Lake College | 30 years |
| Walter Gillan Clippinger | Otterbein College | 30 years |
| William Preston Few | Duke University | 30 years |

If time were available it would be interesting to carry the study further to check on the length of tenure of the men still in the presidencies of the member colleges. The oldest from point of view of service is President F. W. Boatwright, who became President of the University of Richmond in 1895.

The records would indicate that those who come into the presidency from other professions than from college faculties are most likely to have the shorter term of office. Most of them come from the professions of the law, ministry and business. The men being promoted from deanships or other faculty positions are the ones who invariably have the longer tenure in office. The evidence would indicate, as would be expected, that a transfer from professional life to educational administration in middle or later life is not conducive to the best interests of the college or even to the individual.

LIBERAL EDUCATION IN THE VETERANS' PROGRAM

FRANCIS P. GAINES
PRESIDENT, WASHINGTON AND LEE UNIVERSITY

ONE historic event in this epoch that has recorded much history is an unprecedented compliment paid to education.

Through all the centuries peoples in crisis have turned to education. Twenty-seven centuries ago, to an Israel that was in blackest night of military disaster and economic depression, Isaiah offered as ultimate comfort: "Though the Lord give you the bread of adversity and the waters of affliction, nevertheless shall thy teachers be not removed."

In our own crisis of military peril, this nation turned to the schools. In direct service to the maintenance of this war, the whole educational system of America, and particularly the institutions of higher learning, proved a resource comparable with the training facilities of our enemies, though we had certainly not matched them in planning for military efficacy. Our schools trained multitudes of men and women, some in uniform and some in the ranks of specialized production; our schools made available laboratories for varied research; our schools sent from faculty ranks a great group, perhaps the greatest group, of specialists for expert inquiry; our schools developed on the campus an alert and energetic young citizenship, which worked with distinction in its own field and proved influential in stimulating effort among other zones of our society.

The compliment paid education, however, does not rest upon a recognition of this wartime contribution. The tribute to education is in the fact that the Government provides for further training of these veterans as security and promise for the days of peace. Never before have so many doors of opportunity been opened to hundreds of thousands of American youth. Never before has a nation so completely vested its hope of a better, as well as a secure, future in the training of its youth.

This program has met with what is practically unanimous accord. The American people feel that the provisions of what we

NOTE: Address delivered over Columbia Broadcasting System, January 15, 1945.

know as the "G.I. Bill of Rights" are just an attempt at restitution—as far as any restoration is possible—of the bright and important years requisitioned for national defense. Our people feel, moreover, that society needs to recapture the talents, the potential, of all the boys and girls—by now two full academic generations of them—now in uniform. But there is something more in the national accord on this bill. It is more than a compliment to education, more than an endorsement of education, more than a credential that the educators can present to these youths themselves. This bill is a kind of muted petition, an unuttered plea of the heart of a people—"O, take our boys and girls and with them, and for them, build a better world."

Translating this legislation into orderly procedure will involve, of course, manifold problems. Most of these difficulties will be included within the academic routines and may not be matters of concern for the general public. There will be, for example, the question of articulation, just where and how the veteran may best pick up again the task of training. There will be endless confusion as to credits that may be granted upon the college level for various courses pursued under military auspices, even for various types of the military experience. There will be the challenge of campus cohesion; for the colleges want to absorb these veterans into the normal processes, particularly those that develop personality, and yet there will certainly be distinctions. Imagine a veteran exchanging an overseas cap for a freshman cap! Upon the average college green of the next few years there may be three clearly defined groups: the veterans, enjoying government subsidy, with wide experiences behind them; young war workers who interrupted their career for a patriotic service but have not gained the subsidy or the glamor or the psychology of this adventure; and the younger boys and girls, the "regulars," entering fresh from the secondary level, without subsidy or experience, compelled to plan for the same unpredictable world. Educators will be challenged to merge these elements into unity.

There will be one problem, however, perhaps the supreme problem, which will have widest social implication. It will be the concern of everybody interested in the future. Bluntly stated, this problem may be posed as a question: How much of a

hurry will the veterans be in, and how much of their haste will be at the expense of liberal or general education?

Undoubtedly many compulsions of speed will operate in their thinking. They will feel strangely old; no cogencies of the elders will ever persuade the 25-year veteran that he is not far, far along the path of life. They will have had tensions and responsibilities and long contemplations and even proximity to tragedy that we know nothing of, and thus they will feel that much of the academic procedure is trivial, a kind of child's play; indeed, these veterans may have a maturity of life beyond that of many of our instructors. The boys and girls from the armed forces will have a sense of momentum lost, and may want to acquire at once a new confidence of job-adequacy and job-security; particularly will they want to be able to get in on the ground floor, as it were, of a strange new world taking shape.

If they are in great haste, moreover, they will be but following a pronounced American tendency. For years we have had a kind of mania for the short cut. In certain realms of life this mania has justified itself; our amazing industrial and scientific progress results in part from our intolerance of the tedious, our dissatisfaction with the established process. The iconoclasm of the frontier has been a factor of power as we have explored many new sectors of promise.

But we must stop occasionally to remind ourselves of a stubborn truth. We may praise the short cuts of production, even the short cuts of social relationships. There is no short cut to the comprehension of the largeness of truth and there is no short cut to the creation of greatness in personality.

These ends, comprehension of truth and greatness of personality, are the declared purposes of liberal education. To be sure there are phases of this general education that if not exactly practical are reserves of power for practical application. Liberal education proposes certain fundamental skills that make all subsequent knowledge both easier and more significant. The power of analytical reading, the basic command of language, the logic and the imagination involved in managing the mathematical symbols, these capacities may prove fundamental for the acquisition of definite efficiencies.

More importantly, liberal education seeks to make the man at

home in the realms of ideas and ideals and thus make him happier and more nobly influential in the total impact of his life. There is a larger and a graver fact here than this hint of consequence to the individual. The destiny of the world, possibly within the generation of these veterans, may be decided in this world of ideas and ideals.

I give you twelve words, a little formula of immense portent. They contain more of the essence of democracy and more of a definition of education than any similar statement I know. They are the words of Jesus: "Ye shall know the truth and the truth will make you ——" What? Well informed, entertaining, impressive? Possibly so, but this is not what He said. Cultured and graced in appreciation for life's enrichment? Undoubtedly, but this is not what He said. Competent for the mastery of great forces and thus successful in life's ambition? It may be so, but this is not what He said. The assertion He made is: "Ye shall know the truth and the truth will make you free." In that statement is something more than analysis of cause and effect, something more than a permission or even a promise. There is a mandate in those words. If we would be free—free from our doubtings and free from our distortions, free from our fears and free from our furies—if we would be free men in a free world, we must know the truth.

Liberal education intends to lead youth to the sources of truth and to make youth capable of understanding truth.

There is no single source. Ultimately this thing we call truth may prove in each individual life a mosaic of beauty. Truth will be found in some insight into the past, such as a chapter of American history that gave us the Declaration, and truth will be found in some timeless principle enunciated by Plato or by Job, and truth will be found in the apocalyptic vision of Shakespeare's fancy. Truth will be found in the abstraction of Descartes' law and in the disciplines of mastering that *utor* group of verbs that cry out for the ablative. Truth may come enchantingly upon Handel's strains or may penetrate our hearts as we hear the immortal cry of pain from David's heart. Truth may be ugly in a vision of the murk of the city slums and truth may be holy as the illumination of white candles burning before an altar. All of it is truth. He who would be free—and he who would be a guardian of freedom—must know it.

Out of such comprehension will come a new recognition of ideals and a new sense of their importance and a new allegiance to them. In the face of threats to these ideals men gladly offer their lives, if need be; but in the common hope that springs from these ideals we have not yet enlisted the same measure of devotion. They are simple things, justice and tolerance and sympathy and the higher liberty. Men everywhere of the democratic persuasion acknowledge their authority. But the procedures of enforcement, the processes of making these ideals effective in the ordinary human relationships and activities, remain one of the supreme difficulties of life.

Liberal education dedicates itself to a solution. This type of education undertakes not only to lead men to the sources of truth but also to train men for the understanding of truth. Liberal education seeks to make men loyal to the great truths that are the only foundations of security, the only authentic guarantees.

The colleges regard it as at once a privilege and a duty to serve the veteran. These colleges want to be more than store-houses of information or apprentice shops for efficiency or even custodians of the ancient idealism. They would provide both the knowledge and the dynamic for empowered persons who will order the circumstances, the hard and the complex circumstances of our age, into a brave new world.

BEYOND THE HORIZON OF SCIENCE

A Book Review

CLOYD H. MARVIN

PRESIDENT, GEORGE WASHINGTON UNIVERSITY

THIS happily conceived volume* is dedicated to the late Charles Riborg Mann "whose philosophy proved a guide and an inspiration to many." The volume is made up of a collection of brief and challenging essays that relate education, science and religious belief. Education for the author must have a goal. This goal is to be found in an inner motive which quickens life and its scientific manifestations by "deepening and clarifying one's basic views towards the meaning and purpose of life." In this position the author refutes the implication of the title of his book, for as the reader turns the pages, the "beyond" is present in scientific activity.

Throughout the group of clear and simple essays the philosophy that ties them together is of an optimistic type. It could not be otherwise, for in them there is no acknowledgment of evil.

The essay in which the author is clearest and in which he takes his finest philosophical stand is in the chapter on the "Natural and the Supernatural." The following paragraph is of the essence of the chapter:

Nature thus seems at times a petty province bounded on all sides by vast spaces, unexplored and trackless. We touch this mysterious world at every point, not in spiritual matters alone, but in material as well. The chemist finds it when he asks not what his elements can do, but *how* they do it. The astronomer finds it when he asks wherein resides the force that guides the stars.

This is termed by the author the "region of infinite possibilities," a concept which fits well with a democratic theory of society, where status is acquired and not inherited.

The essays, in some instances oversimplified, are strong in conviction. The volume is thought-provoking. The reader will summarize the volume as an ethical interpretation of the role of education. The book is beautifully printed and the illustrations by Clara Greenleaf Perry are exquisite.

* *Beyond the Horizon of Science* by Arthur L. Williston. W. A. Wilde Company, Boston, 1944; pp. X, 56.

REPORT OF THE EXECUTIVE DIRECTOR

GUY E. SNAVELY

AFTER more than three years of this terrible War, it is with great relief that I can report that not a single four-year accredited college has been obliged to close. This holds despite the theorizers who have been philosophizing for several years on the subject without bothering to substantiate their claims by investigating the facts. It holds also despite almost complete removal from the colleges of the young men being trained for the Armed Forces.

The fact is that, except for the small number of standard four-year men's colleges, there is a notable increase in enrolment in all the other types of member colleges. This increase is due of course to the large number of young women enrolling in the women's and coeducational institutions.

In some cases it is evident that there is an increase in the admission of young men under 18 years of age. The latter are now more prone than formerly to take their chances on getting as much college education as they can before receiving their summons from Selective Service.

It is also true that many of the colleges are suffering terribly in their sources of income. A bill is pending before Congress to make grants of Federal aid on some suitable basis for temporary aid in this area.

Doubtless this problem will be discussed at length later in this meeting, but after much reflection and study it is my considered judgment that it would be dangerous to adopt such a policy. Federal aid inevitably means Federal control. Then ensues a single type of college, all state-supported and controlled. The stability of our democracy has depended upon the continuing success of the two types of higher education that have prevailed. The independent and the state-supported colleges and universities have and should continue to complement and supplement each other.

Surely other means than Government aid can be found through the gifts of alumni and other friends, to tide over the critical months that lie immediately ahead.

In these observations may I hasten to add that there should be no objection to Federal grants for projects assigned to institutions that have the equipment to make researches and otherwise render service to the Federal government on a *quid pro quo* basis. If it becomes clear that it would be a great advantage to the welfare of the nation to have educational opportunities offered to the many competent young persons now unable to enter college, it is conceivable that a system of scholarships could be established. Thus the student would choose his own college and there would be no possible reason for Government domination of the beneficiary institutions.

According to reports from all sides the State governments have accumulated large reserves. The state supported schools can thus expect more liberal support. They too would be handicapped with Federal interference that would follow Federal aid.

Immediately after our success at arms in the European theater of war, it is evident that the colleges will have an increase in student enrolment. In addition to the regular group of entering freshmen, there will be the sizable group of veterans being gradually demobilized who will be anxious to take advantage of Federal aid, which has already been voted unanimously by the Senate and the House. It is quite likely that plans now under consideration by educational leaders and the Department of State will mean the migration here of many college students from the war-torn countries of Europe. There is also an increasing number of college students coming to the United States from Central and South America.

Some 12,000,000 persons or more will have served in the military forces of the United States during the present dreadful war. They comprise nearly one tenth of our total population. They represent all the creeds, races and colors that go to make up our democracy. It is only fair and reasonable that their voices be heard before a law is passed requiring military training of all young men between the ages of 18 and 22.

From public pronouncements by prominent persons in military and naval circles and from cogent editorials in some leading newspapers, it is to be feared that the Congress will take hasty action on this proposal in the immediate future. Time should be given for full discussion and deliberation on such an impor-

tant matter. There is no need for great haste since the Selective Service Act will be in operation long enough to tide us over the present emergency.

The United Nations Federation, as presently proposed by the Dumbarton Oaks Conference, must come into being in the near future if there is to be any semblance of an abiding peace. Obviously, time will be necessary for adjustments of opinions on the Federation among all the nations and between the groups of the smaller and larger nations. It is certainly to be hoped that universal common sense will prevail so that the nations can act together in preventing some of their number from running amuck as Germany, Japan and Italy have done in this war. The continuation of power politics, caused by groupings of the various nations strong in economic and military resources, will ever tend to breed future wars.

In the full realization that a theory of isolationism is no longer tenable for the United States, a sizable standing Army and Navy will be necessary. With the opportunity of interesting experiences, high adventure and attractive remuneration, there is no doubt the Air Forces will have plenty of volunteers. It would seem reasonable to expect that a two-ocean or even a seven-ocean Navy could be maintained in the same way. With proper inducement a reasonably sized Army could be provided.

A well-organized and highly trained National Guard could easily be maintained in the various states so that there would be additional reserve forces available for emergencies. Officers could be trained not only in these groups, but also in the Army and Navy Reserve Officers Corps as has been done in the colleges in recent past. The Marines have shown wisdom in giving summer training courses to competent and carefully picked college students from whom they have been able to select capable officers. The National Guard divisions have won their laurels in this war. An illustration is the recent decoration of a major general who commands a division from one of the southern states, now in the Southwest Pacific, who just a few years ago was a fellow colonel of mine on the staff of the Governor of Alabama.

From the point of view of the individual and for the public welfare, it does not seem fair or reasonable to take a full year

out of the life of any young man. Even now, and more so after the cessation of hostilities, will there be a great lack of professionally trained persons. The country is in dire need already of educated teachers, doctors, ministers, engineers, lawyers and other experts.

On the other hand, men expecting to reach the top of any of these professions will be about 30 or more years old before they are ready to enter upon their life work if they are requested to give one year of military service in addition to time needed for internships and similar training experience.

Military officials in charge of the year's training of a young man will presume to be experts in a number of fields. If they have the young men for a full year they certainly will be taking the responsibilities of teacher, preacher and parents in looking after the intellectual and moral, as well as the physical, well-being of those in their charge. It is hardly to be expected that the military leaders will be conspicuous experts outside of their own tactical fields. Even in the realm of physical education there is no need to shift responsibilities for training completely to the military. Schools, colleges and the public at large have been forced to realize by the present war, more than ever, their duties in this area.

It has been said and proved by the Army officials that if they could have the full time of a young man for some 17 weeks they could give him the fundamentals needed for soldiering. Until the emergency becomes evident, compulsory training for that length of time might be a workable solution. High school and college students in good standing could be allocated to the summer trimesters with other young men scattered through the other trimesters of the year.

France, Italy and Germany have had compulsory military service for generations. The United States and Great Britain have not had such a requirement. The French, with their supposedly best-trained army in the world, never thought to have their big guns on the Maginot Line mounted so that they could fire upon the enemy from the west as became necessary when the Germans outflanked them, and so were put out of the war in a very few weeks. Division and confusion among the Italians, as well as in the case of the French, made it impossible for them

to win their share of the war over those countries which have had no compulsory military training.

Some will say at once that the winning trio depend largely on the continuing success of the armies of the Russians. Premier Stalin's voluntary avowal to Prime Minister Churchill, at their recent conference, that Russia has depended largely for its success on Lend Lease supplies from the United States indicates that compulsory military service by itself is insufficient. The economic advantages we have had, as well as the astounding inventions and additions to our weapons of war, have tipped the balance in our favor more quickly than multitudes of men.

Clear-cut evidences on the morale conditions around military camps during wartime, as well as in peacetime, make one shudder. History shows that a nation survives better through the maintenance of high morale than through the size of its standing armies.

If the United States should take the lead in voting for peacetime conscription, the others in the BIG FOUR group—England, Russia, China—will be obliged to follow suit. Thus all of them would be publicly confessing utter lack of faith in a United Nations Federation.

During the year 12 general letters have gone to the membership. These were concerned principally with matters affecting Government relations with the colleges, present and prospective.

I have participated in three interesting and constructive meetings of the Commission on Liberal Education: April 22-23 and December 1-3 at the Princeton Inn, and July 29-30 at Williams-town, Massachusetts. It is clearer than ever that the continued progress of liberal college education depends upon improvement in instruction on the college level. This problem has been studied for a number of years by the Association but it is to be hoped that the Baxter Commission will be able to stimulate more enthusiasm for action in this area.

As usual, I have commuted frequently to Washington in the interests of the Association. I have served on committees and conferences in regard to Surplus War Property, Army and Navy Contracts, International Educational Programs, the G.I. Bill, other Federal Aid Bills, the Simplified Income Tax Bill, Social Security Bill, Red Cross Nurses Training, Compulsory

Peacetime Conscription and for two meetings of the Board of Directors.

Continued service on the National Japanese-American Student Relocation Council and on the educational commission of the National Conference of Christians and Jews has meant a number of meetings in New York and one in Philadelphia. To the latter city I went also as chairman of the Scholarship Committee of the Presser Foundation, which was able again to award quite a large number of scholarships to the member colleges.

Doctor Henry S. Drinker of Philadelphia, who has presented to each member college through this office five volumes of the translations of the music work of Johann Sebastian Bach, has now translated Brahms. Within a few weeks, he will turn over to us for distribution to each college, translations of this famous world musician.

Upon invitation of the Phi Beta Kappa Senate meeting at the Princeton Inn, I spoke briefly on the present situation of the colleges. Like our Association, they are primarily interested in the maintenance and progress of liberal culture.

During the year, it has been my good fortune to have visited 36 member colleges in 17 different states and to have spoken at six of them.

A debt of gratitude is due President Francis P. Gaines for his frequent constructive visits to the office and his unfailing aid on the solution of all important problems. The other Board members have been faithful and the meetings have been well attended.

REPORT OF THE BOARD OF DIRECTORS

DURING the past year the Board of Directors held four well-attended meetings: January 14, at the Netherland Plaza Hotel, Cincinnati; May 5, at the Cosmos Club, Washington; September 22, at the Cosmos Club, Washington; and January 10, at the Hotel Claridge, Atlantic City.

The Board devoted most of its time to consideration of problems brought about by the War, as has been the custom for the past five years. More recently its concern has been with the proposals for Federal aid to higher education, for peacetime conscription and for the disposal of surplus war properties.

One of its members, President Elam Anderson of the University of Redlands, died of a heart attack on October 18, 1944. The Board appointed President James P. Baxter, III, of Williams College to serve out his unexpired term.

President Mildred H. McAfee of Wellesley College resigned under pressure of duties as Captain and head of the Reserve Corps of the Navy. President Clarence P. McClelland of MacMurray College was chosen to fill out her unexpired term. President James B. Conant of Harvard University was elected vice-president of the Board to fill the vacancy made by President McAfee's resignation as director.

The Board has received the following grants for various projects of the Association. On behalf of the membership thanks have been extended to the contributing organizations:

Carnegie Corporation:

\$16,000 for continuing support of the Arts Program

5,000 toward publication of a book on Liberal Education for Democracy by Presidents Donald J. Cowling of Carleton College and Carter Davidson of Knox College

National Foundation for Education in American Citizenship:

\$ 5,100 for Commission on Citizenship

Rockefeller Foundation:

\$ 5,000 for Commission on Liberal Education

Carl Schurz Foundation:

\$ 250 toward publication of Guide to Comparative Literature

In addition to keeping in touch with the activities of the various standing Commissions the Board appointed two new Committees to function during the current year. By action of the

last annual meeting a committee was appointed to confer with Army and Navy officials about conclusion of contracts with the colleges for training services. This committee was composed of:

President Fred P. Corson, Dickinson College, *Chairman*
President Edward V. Stanford, Villanova College
Chancellor William P. Tolley, Syracuse University

The Committee has had several conferences with the officials in Washington, with the Executive Director attending as *ex officio* member. We were courteously received and I believe some response was made to our appeals.

Another Committee was appointed to make a study of the proposed compulsory military service in peacetime composed of:

President Donald J. Cowling, Carleton College, *Chairman*
President Carter Davidson, Knox College
President Robert I. Gannon, Fordham University
President Francis P. Gaines, Washington and Lee University
Executive Director Guy E. Snavely

This Committee was authorized to use its influence to prevent action on this question by the Congress before the whole Association could go on record at its next annual meeting. There seemed no need for precipitate effort because the present war situation was cared for by the Selective Service Act, and further, the military necessities of the postwar era should be taken into consideration.

A third Committee was appointed at the request of the American Bar Association to work as a joint committee with its Committee on Pre-Legal Education, under the chairmanship of Dean Arthur T. Vanderbilt, former president of the American Bar Association. The representatives appointed from our Association to this joint committee are:

President Charles J. Turck, Macalester College, *Chairman*
President Harmon W. Caldwell, University of Georgia
President Lawrence C. Gorman, Georgetown University
President Francis P. Gaines, Washington and Lee University
Executive Director Guy E. Snavely

The following are recommended for membership in the Association:

University of Arkansas
Bethany College (Kansas)
Bowling Green State University

Calvin College
Great Falls College
Madison College
Northwestern State College (Louisiana)
Norwich University
Notre Dame College of Staten Island
Ohio State University
Ohio University
Pacific Union College
Siena College
Tarkio College
Texas College of Mines and Metallurgy
Woodstock College

Several other applications for membership were laid on the table. It is gratifying to know that no member institution has resigned or been dropped for non-payment of dues.

Approval was given to the recommendation of the Executive Director that colleges in foreign countries be admitted to affiliate membership on the payment of \$15 per annum. Like all other member colleges, they are to receive three copies of the BULLETIN addressed to the president, the dean and the librarian, respectively. It was felt that much of the work of the office would not be of particular value to foreign members, especially in the activities relating to cooperation with the United States Government.

Approval was given to the proposal to change the title of the present Commission on Inter-American Cultural Relations to Commission on International Cultural Relations, with the idea that to the Commission there be added members who are particularly competent in cultural problems in other countries besides those in the western hemisphere.

In view of the fact that various divisions of the Federal Government will have concern for the colleges during the coming year, for example with regard to Federal aid, peacetime conscription, international education matters and surplus war property, it is recommended to the Association that the Executive Director go to Washington with part of his staff, at least for a year's trial. The staff largely responsible for the Arts Program, for the Bulletin, for the bookkeeping and for the general information service will be maintained in the main offices in New York. The Executive Director will simply commute from Washington instead of to Washington.

REPORT OF THE TREASURER

LEROY E. KIMBALL
COMPTROLLER, NEW YORK UNIVERSITY

SCHEDULE A

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

GENERAL FUND

January 1, 1944 to December 31, 1944

Balance, January 1, 1944 \$27,117.99

Receipts

| | |
|-------------------------------------|-------------|
| Membership Dues 1941 and 1943 | \$ 450.00 |
| 1944 | 28,945.05 |
| 1945 in advance | 150.00 |
| | \$29,545.05 |
| BULLETIN and Reprints | 2,708.87 |
| Books | 110.12 |
| Interest | 265.34 |
| Contribution | 6.66 |
| Total Receipts | 32,636.04 |
| | \$59,754.03 |

Disbursements

| | |
|-------------------------------------|-------------|
| Annual Meeting | \$ 780.98 |
| American Council on Education | 100.00 |
| Committees and Commissions | 864.91 |
| BULLETIN and Reprints | 3,764.06 |
| Government Relationships | 1,456.15 |
| Regional Conferences | 425.71 |
| Office | |
| Auditing | \$ 50.00 |
| Expenses | 1,044.07 |
| Rent | 2,033.32 |
| Salaries and Annuities | 15,471.53 |
| Travel | 44.00 |
| | 18,642.92 |
| Appropriation to Arts Program | 2,000.00 |
| Total Disbursements | 28,034.73 |
| Balance, December 31, 1944 | \$31,719.30 |

SCHEDULE B

STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS

SPECIAL PROJECTS

January 1, 1944 to December 31, 1944

Arts Program

| | |
|--------------------------------------|-------------|
| Balance, January 1, 1944 | \$33,229.34 |
| Receipts: Carnegie Corporation | \$16,000.00 |
| Other | 19,706.00 |
| | 35,706.00 |
| | \$68,935.34 |

| | |
|---|-------------|
| Disbursements | 26,769.33 |
| Balance, December 31, 1944 | \$42,166.01 |
| Circulating Library of Choral Music | |
| Balance, January 1, 1944 | \$ 1,283.41 |
| Receipts | 272.89 |
| Disbursements | \$ 1,556.30 |
| Balance, December 31, 1944 | 13.42 |
| Balance, December 31, 1944 | \$ 1,542.88 |
| College Registration Service | |
| Balance, January 1, 1944 | \$ 509.00 |
| Disbursements | 10.00 |
| Balance, December 31, 1944 | \$ 499.00 |
| Commission on Liberal Education | |
| Receipts: The Rockefeller Foundation | \$ 5,000.00 |
| Disbursements | 3,341.88 |
| Balance, December 31, 1944 | \$ 1,658.12 |
| Cowling-Davidson Book on Liberal Education for Democracy | |
| Receipts: Carnegie Corporation | \$ 5,000.00 |
| Disbursements | 2,000.00 |
| Balance, December 31, 1944 | \$ 3,000.00 |
| Guide to Comparative Literature | |
| Receipts: Carl Schurz Foundation | \$ 250.00 |

SCHEDULE C**STATEMENT OF CASH BALANCES***December 31, 1944***Funds**

| | |
|--|-------------|
| General Fund | \$31,719.30 |
| Arts Program | 42,166.01 |
| Circulating Library of Choral Music | 1,542.88 |
| College Registration Service | 499.00 |
| Commission on Liberal Education | 1,658.12 |
| Cowling-Davidson Book on Liberal Education for Democracy | 3,000.00 |
| Guide to Comparative Literature | 250.00 |
| Total | \$80,835.31 |

Composed of Balances in

| | |
|-------------------------------|-------------|
| Guaranty Trust Company | \$38,925.10 |
| Bowery Savings Bank | 7,557.12 |
| Emigrant Savings Bank | 8,571.14 |
| Union Dime Savings Bank | 18,334.72 |
| West Side Savings Bank | 12,422.23 |
| Cash on Hand | 25.00 |
| Total (as above) | \$80,835.31 |

SCHEDULE D

BALANCE SHEET

December 31, 1944

Assets

| | |
|---|-------------|
| Cash in Banks and on Hand | \$80,835.31 |
| Furniture and Equipment at Estimated Value of | 742.60 |
| Circulating Library of Choral Music at Estimated Value of | 9,300.00 |
| Deposit, American Air Lines | 425.00 |
| Account Receivable | 38.78 |

| | |
|-------|-------------|
| Total | \$91,341.69 |
|-------|-------------|

Funds

| | |
|-------------------------------------|-------------|
| General Fund | \$32,491.90 |
| Arts Program | 42,599.79 |
| Circulating Library of Choral Music | 10,842.88 |
| College Registration Service | 499.00 |
| Commission on Liberal Education | 1,658.12 |
| Cowling-Davidson Book | 3,000.00 |
| Guide to Comparative Literature | 250.00 |

| | |
|------------------|-------------|
| Total (as above) | \$91,341.69 |
|------------------|-------------|

Tait, Weller & Baker
 Accountants and Auditors
 Philadelphia—New York

We certify that in our opinion the foregoing statements of Cash Receipts and Disbursements for the year ended December 31, 1944, of the

ASSOCIATION OF AMERICAN COLLEGES

properly present the transactions for the year as recorded on the books and records of the Association.

Respectfully submitted,
 (Signed) TAIT, WELLER & BAKER
 Certified Public Accountants

Statement of Income and Expenditures for the Years 1941, 1942, 1943, 1944 as Compared with 1945 Budget

| | Income | | | Expenditures | | |
|--------------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------|
| | 1941 | 1942 | 1943 | 1944 | 1945 | Budget 1945 |
| Membership Dues | \$28,075.00 | \$29,008.52 | \$29,294.79 | \$29,545.05 | \$29,000.00 | |
| BULLETIN and Reprints | 2,298.67 | 2,492.65 | 2,739.20 | 2,708.87 | 2,400.00 | |
| Comprehensive Examinations | 45.82 | 43.52 | 58.93 | 50.32 | 10.00 | |
| Music and other Art Books | 59.94 | 41.63 | 38.58 | 59.80 | 10.00 | |
| Miscellaneous: { Interest | 245.17 | 242.34 | 244.47 | 265.34 | 200.00 | |
| Miscellaneous: } Other | 2,162.32 | 6.00 | 444.35 | 6.66 | ..... |  |
| Total Income | \$32,886.92 | \$31,834.66 | \$32,820.32 | \$32,636.04 | \$31,620.00 | |
| Annual Meeting | 1,133.45 | 983.42 | 110.65 | 780.98 | \$ 1,100.00 | |
| American Council on Education | 100.00 | 100.00 | 100.00 | 100.00 | 100.00 | |
| Committees and Commissions | 1,703.45 | 2,197.91 | 1,950.74 | 864.91 | 2,000.00 | |
| BULLETIN and Reprints | 3,975.85 | 3,807.41 | 2,514.99 | 3,764.06 | 3,900.00 | |
| Government Relationships | 947.63 | 1,369.20 | 976.59 | 1,456.15 | 1,600.00 | |
| Regional Conferences | 345.21 | ..... | ..... | 425.71 | 800.00 | |
| Headquarters Office: | | | | | | |
| Rent | 1,899.96 | 1,899.96 | 1,899.96 | 2,033.32 | 2,100.00 | |
| Office Expenses | 1,366.93 | 1,517.20 | 1,308.19 | 1,044.07 | 1,600.00 | |
| Office Equipment | 75.87 | 17.20 | ..... | ..... | 100.00 | |
| Auditing | 50.00 | 50.00 | 50.00 | 50.00 | 75.00 | |
| Travel | 349.10 | 456.46 | 220.40 | 44.00 | 500.00 | |
| Salaries and Annuities | 15,911.09 | 13,778.82 | 15,763.19 | 15,471.53 | 17,000.00 | |
| Contingencies | 313.40 | 437.69 | ..... | ..... | 200.00 | |
| Appropriation to Arts Program | ..... | 2,000.00 | 2,000.00 | 2,000.00 | ..... |  |
| Committee on Endowments | ..... | 827.86 | ..... | ..... | ..... |  |
| Total Disbursements | \$28,171.94 | \$29,442.93 | \$26,894.71 | \$28,034.73 | \$31,075.00 | |
| Balance on Current Operations | \$ 4,714.98 | \$ 2,391.73 | \$ 5,995.61 | \$ 4,601.31 | \$ 545.00 | |

REPORT OF THE COMMISSION ON THE ARTS

R. H. FITZGERALD

VICE-CHANCELLOR, UNIVERSITY OF PITTSBURGH

AT the last meeting of the Commission on the Arts in February, 1944, it was generally agreed that the Arts Program should continue to offer a strong and varied program in the liberal arts even though the curtailment of college Army and Navy units might limit the extent of its service. The offerings for 1944-45 were, therefore, organized to emphasize the liberal arts as effectively as possible in the maximum number of member colleges.

The list of Faculty Visitors was revised to include eight new representatives of important artistic and scientific fields. A new project in drama, to be undertaken by Arch Lauterer of Sarah Lawrence College; an initial experiment in sculpture with Doris Eaton Mason of Iowa; a visit in the field of animal behavior by Dr. Frank A. Beach, Curator of that Department at the American Museum of Natural History, are examples of the new proposals for 1944-45. In addition, in accordance with a policy established to permit the greatest possible flexibility among the Arts Program personnel, several Faculty Visitors who have been on the Program for five consecutive years, were temporarily retired from active participation.

This season the Arts Program discontinued its list of professional concert artists available for isolated two-day visit engagements. Instead, a group of eleven musicians qualified to carry out the Arts Program's aims were assigned to various geographical areas and were offered by direct proposal to all the colleges within that section. Thus the plan of Regional Tours by concert artists, begun experimentally several years ago, was carried one step further. Many colleges have been quick to see the advantages of engaging artists on this economical basis and have cooperated fully in developing the plan. Although the list of concert artists available for two-day visits has undergone no substantial change in recent years (due to the fact that the number of musicians qualified for this type of educational work is inevitably limited), two excellent additions were made in the per-

sons of Orrea Pernel, the English violinist, and Aubrey Pankey, Negro baritone.

With the realization that the Pacific Coast colleges, because of traveling difficulties, have not always had an opportunity to participate in the Arts Program's tours, a definite effort was made this season to serve them.

In most other sections of the country the proposals have been enthusiastically received and good tours have resulted. Many colleges this season have engaged more than one visitor; several are planning as many as four or five visits; and one college will have eight Arts Program visitors.

Although two or three tours include only the minimum number of colleges, there are many more which take in double the requested number of visits. The response to the proposals on Alexander Kerensky, E. William Doty, Ernst Wolff, Lamar Dodd and Arch Lauterer was particularly strong. Fortunately, with the exception of Messrs. Dodd and Lauterer, these visitors could fulfill the additional engagements. Eleven colleges requesting a specific visit after the tour had been filled and unable to accept the substitutions suggested, represent the total number which the Arts Program could not serve.

In contrast to the difficulties encountered last fall due to cancellations on the part of visitors who found themselves unexpectedly involved in the war effort, the work this year has proceeded smoothly. Xavier Gonzalez, who was recently transferred from the Navy Department to the War Department to take charge of a program for rehabilitation through visual aid, found it necessary to withdraw from his tour. After a considerable search another excellent painter was found to take over the visits. This was Harry Gottlieb who is perhaps best known for his work in silk screen. The only other complications were caused by Allan Sly's withdrawal from the joint tour with James de la Fuente and the necessity of postponing Lamar Dodd's tour from the fall to the spring.

In spite of the rather pessimistic forecast for 1944-45 the Arts Program has been able to continue its service on a scale which compares favorably with recent years:

| | 1942-43 | 1943-44 | 1944-45 |
|---------------------------------|---------|---------|---------|
| Total No. visits arranged..... | 133 | 189 | 185 |
| Total No. colleges served | 86 | 137 | 126 |

| | | | |
|---|----|----|----|
| Total No. new colleges served | 25 | 36 | 24 |
| Total No. colleges which accepted but could not be included..... | 26 | 14 | 11 |

That the Arts Program's visit plan continues to fill a need in liberal education and to serve the purpose for which it was intended is evident in comments such as the following which have come from the colleges participating in the Program this fall:

This visit confirmed our committee in its belief, inspired by last year's experiment with the Arts Program's plan, that the two-day visit is greatly superior in real results to the single concert or lecture. We hope in the future to present all our speakers and artists in planned visits.

The visitors continue to derive the same inspiration and refreshment from their work in other colleges in spite of the many obstacles introduced by wartime conditions. In fact, it is generally conceded that an even greater satisfaction is to be found today because of the increased need for special emphasis on the arts and humanities.

During the past four years the Arts Program has devoted itself to the task of maintaining on the highest possible level a genuine service to liberal arts education. In the belief that the Program as developed up to 1940 could make a direct and important contribution to wartime colleges, not many new experiments were undertaken. It is time now, however, to consider the Arts Program in terms of postwar college needs and to project plans for its expansion. With the expiration last June of the period for which the terminal grant from the Carnegie Corporation was made, the Arts Program has before it only a limited period of operation on its Guarantee Fund. If it is to continue to play an increasingly significant role in liberal education, the Program must now be re-evaluated and a concrete plan for its future activity drafted for presentation to those agencies which will be in a position to sponsor a postwar Arts Program.

Again the Commission takes this opportunity to commend Dr. Guy E. Snavely for his leadership in the Arts Program. He has carried this work in addition to his duties as Executive Director of the Association of American Colleges.

FACULTY VISITORS OFFERED FOR 1944-45

| Visitor | Subject |
|---|---|
| * Frank Beach, American Museum of Natural History | Animal Behavior |
| Harold J. Brennan, Westminster College | Arts Crafts |
| Robert L. Campbell, Hendrix College | The Arts in Daily Life |
| Anne Cooke, Hampton Institute | Drama |
| James de la Fuente, Hendrix College | Violin Programs |
| p* Lamar Dodd, University of Georgia | Painting |
| E. William Doty, University of Texas | The Arts in Postwar Planning |
| Luther Evans, Library of Congress | Postwar Problems |
| * Gabriel Fenyes, Macalester College | Piano Programs |
| Edwin Gerscheski, Converse College | Piano Programs |
| c Xavier Gonzalez | Painting |
| * Harry Gottlieb | Painting (silk screen) |
| Peter Gray, University of Pittsburgh | The Nature and Origin of Life |
| Hunter Guthrie, S.J., Georgetown University | The Liberal Arts in Education |
| Hugh Hodgson, University of Georgia | Piano Programs |
| * Fritz Jahoda, Sarah Lawrence College | Piano Programs |
| Alexander Kerensky | Russia and the International Situation |
| * Arch Lauterer, Sarah Lawrence College | Drama |
| J. Joseph Lynch, S.J., Fordham University | Seismology and the War |
| Pauline and Warren Mack, Pennsylvania State College | Nutrition in War and Peace |
| * Doris Eaton Mason | Sculpture |
| * Winifred Merrill, Indiana University | Violin Programs |
| Edwin Peterson, University of Pittsburgh | Creative Writing |
| Doel Reed, Oklahoma A. and M. College | Painting and Aquatints |
| Lloyd Reynolds, Reed College | Book and Print Making |
| David M. Robinson, Johns Hopkins University | Ancient Greek Culture |
| Marten ten Hoor, University of Alabama | Philosophy in the Liberal Arts Curriculum |
| Gregory Tucker, Bennington College | Piano Programs |
| Gustave von Groschwitz, Wesleyan University | The Enjoyment of Prints |
| Hale Woodruff, Atlanta University | Painting |
| Y. C. Yang, Soochow University | Chinese Civilization |

CONCERT ARTISTS OFFERED ON REGIONAL TOURS, 1944-45

| Visitor | Subject |
|---------------------|----------------------|
| Katherine Bacon | Piano programs |
| Rafael de Silva | Piano programs |
| Samuel Dushkin | Violin programs |
| Maurice Eisenberg | Violoncello programs |
| John Kirkpatrick | Piano programs |
| Joaquin Nin-Culmell | Piano programs |
| * Aubrey Pankey | Voice (Baritone) |
| * Orla Pernel | Violin programs |
| Yves Tinayre | Voice (Baritone) |
| Carl Weinrich | Organ programs |
| Ernst Wolff | Voice (Tenor) |

* Added to the Arts Program 1944-45.

c Cancelled.

p Tour postponed to April.

REPORT OF COMMITTEE ON INSURANCE AND ANNUITIES

W. E. WELD

PRESIDENT, WELLS COLLEGE

THE Committee on Insurance and Annuities came into existence in 1935 and made its first report at the annual meeting of 1936. The Social Security Act became law in 1935. Your committee and National Social Security have had a decade to justify their existence. It seems worth-while, therefore, before facing the future to learn what lessons we can from the past.

The Committee on Insurance and Annuities has had two goals: 1. to urge the affiliated colleges to make suitable arrangements for retiring annuities for their professional and non-professional staffs; and 2. to study all legislation pertaining to social security with particular reference to its impact on the colleges and universities and report to this Association. In order to crystallize its findings, in recent years the Committee has made recommendations to this Association, most of which have been adopted.

This report will be divided into three parts: first, the progress which has been made by the colleges in adopting programs for retirement pensions; second, the relation of the colleges to national social security; third, recommendations for the future.

I

It is impossible to state with complete accuracy how many colleges have adopted pension plans during the past decade, for we are not informed about all the colleges which have either set up their own plans or else have entered into contract with one of the commercial insurance companies. We are able, however, to secure the list of colleges which fund their retirement plans through the Teachers Insurance and Annuity Association. Probably more than eighty per cent of our colleges which have funded plans for retirement have contracts with this association. There is reason to believe that this percentage is increasing. However, there can be no question regarding the absolute increase. In 1936, when the first report of this Committee was presented, there were only one hundred twenty-five colleges

which had retirement plans with the T.I.A.A. At the end of 1944, this number had increased to 236, an increase of 89 per cent.

It is interesting to note that the years of largest increases in the number of participating colleges were 1937, 1938 and 1944. In spite of the difficulties through which the colleges have passed, only the year 1937 has surpassed 1944 in the number of colleges entering for the first time into contract with the T.I.A.A. for the retirement protection of their employees.

What are the reasons for this large increase? Your Committee on Insurance and Annuities is very modest and assumes only a modicum of credit. The T.I.A.A., by sound policies and by sympathetic attitudes towards the colleges, has put them in its debt, but most of the credit for the increase in the number of retirement plans in operation in our colleges is to be found elsewhere. The main cause of the increase has been the growing consciousness of the American people that social security is a necessity if we are to keep pace with our times; that social security is not a philanthropy, but a right and a privilege arising from the kind of life we live, for it is a life of increasing specialization and interdependence which demands collective security.

In spite of the fifty-two colleges which have adopted some plan of retirement protection for their teachers during the last five years, there is as yet no room for complacency. We are reasonably sure that more than half of the affiliated colleges of this Association are still without plans for teacher retirement. Probably not more than ten or fifteen per cent of all the non-professional employees of our colleges are covered by any contributory plan for old-age retirement. It is probably as important that non-professional employees should be adequately protected as it is that teachers should be able to retire without indigence, for the latter group is more likely to make intelligent plans independently of the colleges than the non-teaching members of our staffs.

II

A DECADE OF NATIONAL SOCIAL SECURITY

Since 1935, what has happened in America with reference to social security? The trends seem to be three: 1. A widening of the benefits, including those for survivors as a part of the pro-

gram for retiring annuities. If some of the legislation now pending should become law, benefits for care of the sick and incapacitated will also be included. 2. The indications are that soon those now exempt will be brought under the coverage of the Act, including agricultural workers, house servants and the employees of non-profit social, religious and educational institutions. 3. There has been a general acceptance of social security among the rank and file of the workers. Judging from the experience of more than forty countries which have established national programs for social security, a change in the party in power will not mean a discontinuance of the program. In America, most of the criticisms, many of them justified, have been aimed at the methods of operating and financing the program and not at the plan itself. There is every reason to believe that national social security has come to stay, and will continue through the years to be an important factor in our social, economic and political life.

THE RELATION OF THE COLLEGES TO NATIONAL SOCIAL SECURITY

During this period the affiliated colleges of this Association have exerted little influence either on behalf of social security or against it. They have played a waiting game. Our first action was to plead for exemption from coverage before the Senate Finance Committee under the leadership of the Social Security Committee of the American Council on Education. Eight reasons were offered why the colleges should not be included under the coverage of the Act. Among them were: since many colleges already had made provision for retiring annuities, social security would be an additional burden. Our representatives also pleaded that the bill "departs from the century-old policy of exempting from taxes institutions organized and operated exclusively for religious, educational and charitable purposes." By levying taxes on the colleges, the government diminishes their capacity for service. Colleges cannot shift the burden of these taxes to consumers as industry would be able to, at least in some cases. Whether the legislators were impressed by the cogency of these arguments it is impossible to say, but the colleges were placed on the exemption list.

Gradually through the years the attitude of policy-makers for social, religious and educational institutions has been changed,

at least with reference to retiring annuities and survivors' benefits. At the Louisville meeting on January 13, 1939, after considerable debate, this Association voted, by a narrow margin, the following:

Resolved, that the Association of American Colleges favors the recommendation of the National Advisory Council on Social Security that colleges and universities be included in the operation of the Social Security Act, and that the Board of Directors appoint a special committee to support this action.

As was brought out in the debate, many college executives were persuaded that the levies upon the colleges for the security of employees were essentially taxes and would therefore provide "an entering wedge" for the future taxation of the colleges.

In 1940, the action of the previous year was not reaffirmed. The matter was laid on the table for one year. However, at the Pasadena meeting in 1941, it was voted to seek inclusion for retiring annuities and survivors' benefits, provided that our opposition to inclusion for unemployment compensation would not be weakened. In 1942 the action taken at Pasadena was reaffirmed. There was no report of the Committee in 1943, but last year the recommendations of the Committee to reaffirm the resolutions adopted at Pasadena were passed by a narrow margin, after voting down a resolution to lay the matter on the table.

It would seem that one of the important lessons of the past decade is that many of the representatives of our colleges are either opposed to inclusion of the institutions of higher education under the coverage of the Social Security Act, or else are uncertain about the advisability of such inclusion. The result is that the leadership exerted by the colleges in one of the most significant social movements of our generation has been a minimum. We have operated the brake, but have given little attention to the steering gear of national social security. It is because of what your Committee has considered lack of complete conviction as an association on matters pertaining to social security that you have been asked at each meeting to reaffirm or reject the proposals of former years. It is because of this lack of certainty that your Committee has not used every effort to unite with other non-profit organizations in demanding that the colleges be removed from the exemption list.

The majority of the members of this committee has been participating in the work of the committee for a period of six years or longer. We believe that those colleges which are opposed to our removal from the exemption list are influenced by one or more of three reasons. First, there are some who oppose the whole program because of a belief that the government is taking too much upon itself in forcing such a program upon American citizens. The answer to this seems to be that, if social security has come to stay, it is highly desirable that the colleges and universities should be on the inside exerting leadership and guidance rather than on the outside as non-cooperators. In this connection, the position of any of us as a non-cooperator is likely to be misunderstood, especially since certain aspects of the care of veterans will become a part of social security. Hasn't the time come for us to be realistic even though all of us may not be enthusiastic?

Second, these have been hard years for the colleges. Many good colleges have been hesitant about their ability to set aside a certain percentage of the payroll to cover the various aspects of social security. This difficulty is not peculiar to our colleges. Many small industries and some larger ones have felt the strain. Sooner or later we must care for our people. The social security program gives more for the money than any private organization could possibly offer.

Third, but most important of all, is the honest belief that social security taxes would provide an "entering wedge" for the loss of the tax-exempt privilege which the colleges have enjoyed. However an increasing number of the representatives of non-profit organizations are no longer influenced by this danger. If the colleges ever lose their tax-exempt status, it will not be because social security has provided an entering wedge. It would be possible, however, to protect the non-profit organizations from such a contingency. Mr. A. J. Altmeyer, Chairman of the Social Security Board, in the *Social Security Bulletin* of August, 1944, speaks of this opinion as being potent in delaying the willing participation of non-profit organizations. He proposes three ways in which he believes this difficulty could be surmounted. He writes:

Some feared that to levy the employers' tax on non-profit institutions would undermine the traditional tax-exempt

status of charitable institutions. These fears could be surmounted by three provisions which might be inserted in the law. In the first place, the clergy and members of religious orders might continue to be excluded. Second, the taxing provisions of the Internal Revenue Code could be amended by specifically providing that the contributions are not to be regarded as general-purpose taxes or as a precedent for such taxes. Third, contributions might be paid directly into the old-age and survivors insurance trust fund without the necessity for an appropriation by Congress.

If this fear, that the employers' tax would undermine the tax-exempt privilege, is keeping the colleges out of cordial participation in social security, then some step similar to those suggested by Mr. Altmeyer should be taken.

We have briefly reviewed the experience of this Association in order that we might ask ourselves whether our action in 1935 was a mistake or whether we wish to reaffirm it wholeheartedly and adopt a program in support of social security which we shall consider worthy of the dignity of this Association.

III

Your Committee offers as the beginning of a forward-looking program the following recommendations:

1. That the Association increase its efforts to bring all college teachers and non-professional employees under some adequate provision for retirement annuities.
2. That the Association, for financial reasons, is opposed to the inclusion of the college under the coverage of those sections of the Act which relate to unemployment compensation.
3. Individually and collectively, to exercise leadership in making national social security a wise and sound plan for national betterment. This would also involve the training of leaders in the field of social security which is a crying need of our day.
4. To urge upon the colleges and universities that their existing plans for retiring annuities should be re-studied in the light of changing conditions.
5. To restate our recommendation of last year that the National Advisory Council of Social Security which issued its last report near the end of 1938 be reconstituted, to the end that certain unsolved problems of Social Security be carefully studied.

REPORT OF THE COMMISSION ON LIBERAL EDUCATION

JAMES P. BAXTER, III
PRESIDENT, WILLIAMS COLLEGE

DURING the year the Commission on Liberal Education held three meetings. The first meeting at Princeton, attended by a score of college presidents in addition to the members of the commission, discussed the shortcomings of present-day graduate instruction from the standpoint of the production of satisfactory teachers. It was agreed that the colleges might do something toward discouraging over-specialization by serving notice on the graduate schools that they propose to seek well-rounded scholars and not narrow specialists as teachers of undergraduates.

The second meeting, held in Williamstown in July, discussed the place of religion and philosophy in the liberal arts curriculum. Despite considerable difference of opinion between the outstanding scholars in those fields who took part in the sessions as to the best road on which to advance, all were agreed that these two subjects must have a larger place in postwar instruction.

A remarkable feature of the third conference, held at Princeton in December, was that so many outstanding scientists who are carrying heavy responsibilities in direct connection with the war, felt that a discussion of the place of science in the curriculum of the liberal arts college was of such importance as to demand their time and attention. Several practical programs were outlined for the improvement of the teaching of science to non-scientists. Great stress was laid, by the eminent research men attending, on the importance of good teaching and there was general agreement as to the great cultural values of the natural sciences when properly taught.

In 1945, the Commission, with the aid of a grant from the Rockefeller Foundation, plans to hold two similar conferences devoted to the place of the social sciences and of literature in the postwar curriculum. The Commission hopes to prepare, during the year, a second report on Liberal Education supplementing its first study which was published in May, 1943.

The Commission is gravely concerned at the prospect of a serious shortage in the number of qualified younger teachers and deems it of first importance that a large number of veterans well qualified to pursue a career in teaching be induced to enter this field. The importance of recruiting a large number of veterans for careers in the field of public administration was stressed. It was suggested that the faculty members in each American college should write to their best students of recent years now in the armed services and urge them to give serious consideration to teaching as a postwar career. A proposal has been developed by the Commission on Liberal Education for a national program, to be sponsored by the Association of American Colleges, under which each member college would be invited to select one or more members of its senior class, men or women, for recognition in a list of prospective college teachers to be published annually.

Arrangements would be made for the candidates selected to enter a graduate school for at least one year's training for college teaching at a university or in some cases at two universities. Each college participating in the program will undertake to offer each candidate it selects a one-year appointment to follow immediately after the year of graduate work. During this year the one appointed will be given opportunities for further study and for "in-service training" as a teacher, with a light schedule, for the purpose of the plan is to develop the appointee as a teacher, not to meet the institution's immediate need for manpower. The outline of the proposal is:

A NATIONAL PROGRAM TO BE SPONSORED BY THE ASSOCIATION OF AMERICAN COLLEGES FOR THE SELECTION AND ENCOURAGEMENT OF PROSPECTIVE COLLEGE TEACHERS

1. The plan will be sponsored by the Association of American Colleges as a national project.
2. Each member college will be invited to select one or more members of its senior class, men or women, each year for recognition in a list of prospective college teachers to be published annually by the Association of American Colleges. Selections for this national list will rest entirely with the colleges concerned. It is assumed that college teachers and administrative officers will be definitely interested in finding students of un-

usual promise as teachers as early as the beginning of their junior year and that positive encouragement will be given such students to consider teaching as a life work.

3. Arrangements will be made by the candidate selected, in consultation with officers of his own college, to enter a graduate school for at least one year's training for college teaching. His studies during this first year will be carried on primarily from the point of view of preparation for college teaching rather than of meeting the formal requirements for an advanced degree. It is possible that this purpose will be best served in some cases by the student spending a semester each at two universities rather than the whole year at one institution.

Each college will be concerned with helping those appointed find a practical solution of whatever financial problems may be involved. If regular institutional funds are not available for assisting graduate students who need financial help, it is assumed that the college will secure special gifts to supplement the student's own resources to the extent necessary to enable him to carry on without handicap a year's graduate study. In the case of church-related colleges the denominational boards of education will doubtless be interested in helping provide funds for the graduate training of prospective college teachers.

4. Each college will undertake to offer each candidate it selects a one year appointment to follow immediately after the year's graduate work. During this year the one appointed will be given opportunities for "in-service training" by serving either as an Assistant in the department of his special interest, thus coming in close contact with experienced teachers, or as an Instructor in charge of one or more classes under the supervision of a regular member of the department. Each college will determine the amount of compensation in each case, having in mind that the purpose of the arrangement is to provide opportunities for the one appointed and not to meet the institution's need for instructors.

5. At the end of this two year period, as a result of his experience in graduate work and in the work of actual teaching, and with the help of his advisers, the student should be in a position to make a wise decision as to whether his life work should be in teaching, and if so, what type of further training he should undertake.

The plan is directly concerned only with the two years referred to above and will involve no obligation on the part of the student or of the college beyond the two year period. Even within this period the student will be free to make such choices as may seem to him best for his own future.

6. It is hoped that the following advantages will be realized from the plan:

- a. Colleges will become more definitely conscious of their responsibility for guiding promising students toward college teaching as a career.
- b. The student appointed will be given national recognition as a young person of unusual promise.
- c. His appointment will constitute a favorable introduction to the graduate school he enters, and in addition he will be given such financial assistance as may be necessary.
- d. He will be given an opportunity for one year's in-service training by experienced teachers who are interested in him and under conditions with which he is familiar.
- e. The opportunities and experiences involved in this two year program should enable the student to appraise intelligently his abilities and interests and to make wise decisions regarding his further training and life work.

REPORT OF COMMISSION ON TEACHER EDUCATION

HARRY M. GAGE
PRESIDENT, LINDENWOOD COLLEGE

THIS Commission was appointed in 1937. Reports were presented in 1938, 1939, 1940, 1941. On account of the concern of colleges with issues of an emergency nature created by the war, formal reports were not presented to the Association in 1942, 1943, 1944.

CURRENT STUDIES OF TEACHER EDUCATION

The Commission on Teacher Education of the American Council on Education, which was organized in 1937, has completed its work. Most of its studies are in print. The remainder soon will be. Of interest and importance to members of this Association is the volume by W. Earl Armstrong, Ernest V. Hollis, and Helen E. Davis. It is entitled *The College and Teacher Education* and is distributed by the Council.

Your attention is called to the fact that the Council undertook its study with assurance that this Association had an interest in teacher education and presumably would take some steps to appropriate, apply, and implement the methods for improving teacher education as devised and tested by the Council's Commission. To this end W. Earl Armstrong, formerly a member of the staff of the Council's Commission, has been nominated for membership in your Commission. We also have assurance that Ernest V. Hollis, a member, and Karl W. Bigelow, Director of the staff of the Council's Commission, will assist your Commission in its work. Dr. Hollis is especially well informed concerning the preparation of college teachers by universities.

The Committee on Preparation of High School Teachers by Liberal Arts Colleges, a committee of the North Central Association of Colleges and Secondary Schools, has completed its third year of work. This work has been a study by approximately twenty colleges under the direction of Russell M. Cooper. Dr. Cooper is author of the Committee's first report entitled *Better Colleges—Better Teachers*. The report is in print and is distributed by the Macmillan Company.

THE ASSOCIATION'S INTEREST IN TEACHER EDUCATION

During the last few years there has been a very great professional and public interest in the program of the liberal arts college. This interest has been ably organized and promoted by your Commission on Liberal Education, of which James P. Baxter is chairman. This Commission has presented objectives which for clarity and scope have won your approval. They have led colleges to reexamine the relation of their aims to activities.

It is not the business of this Commission to define for you the nature and aims of liberal education and to outline an implementing program. It is, however, important to remind you again that separate four-year liberal arts colleges prepare a large portion of all public school teachers and about fifty per cent of all high school teachers. An old maxim is in point: If you wish to put anything into the life of the people, you must first put it into their schools. For our colleges to neglect teacher education is a malfeasance of responsibility.

Sir Richard Livingstone, writing on cultural studies, says of liberal education that "To understand it, we must imagine ourselves in the Greek world where the great distinction was between free men and slaves, and a liberal education was the education fitted to a free citizen." One thinks immediately of the means whereby today people may achieve and enjoy the "four freedoms."

When Plato said, "Education prepared for the beautiful enjoyment of leisure time" he stated an important truth which today is frequently emphasized. He did not, however, at that point state all that liberal education does.

Erasmus has given us a more comprehensive and practical definition: "The first and also the principal function of education is that the tender spirit may drink in the seeds of piety; the next, that he may love and learn thoroughly the liberal studies; the third, that he may be informed concerning the duties of life; and the fourth, that from earliest childhood he may be habituated in courteous manners."

For those who find it difficult to outline a curriculum that will provide the "seeds of piety," the "liberal studies," the "duties of life," and "courteous manners" I present a fine sentence from John Burnet, a classical scholar, "We must remember that

every department of knowledge has its universal side, the side on which it comes into touch with every other, and that this is the most important side of it for the educator."

With Burnet's admonition in mind we need not worry much about the specific content of the liberal curriculum. We shall, however, face the difficult task of finding teachers who know what sides of their respective bits of knowledge touch all else and who realize that these are the most important sides.

There is little doubt that your Commission on Liberal Education would welcome assurance from this Commission that there will be a supply of teachers adequate in number, education, and training to carry on the program they suggest. The universities where college teachers are prepared will doubtless say to critics of graduate school programs that they will provide a product satisfactory to colleges on condition that colleges will cooperate in the important business of selecting students and will, furthermore, provide workable specifications of the product desired. At this point difficulties arise. Do we wish to employ teachers who have had general education at the graduate level? If we do, objectors point out that such preparation will produce a teacher who like a quack doctor is a general all-round specialist. Nevertheless, liberal arts colleges insist that it is impossible to give a liberal education to students unless teachers themselves have an education which is broad and something more than elementary. Colleges will have to decide for themselves whether they desire teachers who are prepared for the group practice of their profession as physicians are now inclined to practice medicine and surgery or desire the service of teachers who have a broad and not shallow general education with which a specialty has been articulated and who, therefore, practicing independently, can render service akin to that of the family doctor who in his community is known as being especially good, let us say, at setting bones.

In 1943 a cooperative study group of college teachers conducted by Barnard College, Columbia College and Teachers College at Columbia University issued a report entitled *New Teachers for the New School*. It describes the role of colleges and universities in the education of teachers for the modern secondary school. Mention of that report is made here to commend it to your consideration and especially to remind you that what

you are admonished to do for high school teachers can, with some adjustment to the appropriate level of education, be done by graduate schools in preparing college teachers. Reforms in teacher education at any lower level require similar reforms all the way to the top. These reforms look toward the liberal education of teachers. The North Central report, *Better Colleges—Better Teachers*, in a surprising way became a study of liberal education.

WHAT COLLEGES THINK ABOUT TEACHER EDUCATION

An adequate summary of opinion of colleges concerning the preparation of their teachers is not available. However, enough may be known to justify the following summary which is based on conferences held by the American Council's Commission on Teacher Education:

Colleges are dissatisfied with the quality of college teaching.
They do not agree on objectives of liberal education.
They do not agree on procedures for preparation of college teachers by graduate schools.
There is no generally accepted statement of the essential qualities of a good college teacher.

There is, however, a rather general feeling that teachers are too narrowly trained.

A special field of scholarship monopolizes attention and interest so that teachers are unable to see clearly the "universal side" of the field and to make students feel that this is the "important" side.

Lacking broad interests teachers are unable to plan curricula and courses which connect directly with life experiences which promote successful learning.

Teachers as specialists rather than educators have little sense of responsibility for solution of general educational problems. They have departmental rather than institutional minds.

Departmental teaching does not place the clearly defined stamp of the institution on the minds of students.

Teachers are not sufficiently interested in problems of human welfare and are inclined to refer personal problems of students to departments of guidance and personnel.

Their minds are closed to the vocational urges of students ex-

cept when that urge is toward research in a graduate school and teaching in a college if no appointment to specialized research be available.

They are not primarily interested in growth and development of personality, social understanding and skill in some expressive or communicative art.

Teachers enjoy tenure, lead protected lives, lack a sense of involvement in the affairs of the world and breadth of non-academic experience.

WHY PREPARATION OF COLLEGE TEACHERS IS CRITICIZED

These criticisms of college teachers are attributed to several causes which may be summarized as follows:

Colleges do not identify and select persons of promise and take part in their preparation for teaching.

Graduate programs are narrow and fail to provide the guidance which colleges likewise fail to give to selected candidates for teaching positions.

Prestige and pecuniary rewards attach to distinguished research rather than to distinguished college teaching.

Graduate school methods are used in undergraduate instruction.

Students in graduate schools in preparation for college teaching have little contact with undergraduates.

Young teachers in college receive little guidance and are not allowed to participate in solution of institutional problems.

Graduate schools do not design experiences to qualify men for undergraduate teaching and membership in a college faculty.

Colleges in selecting teachers prefer men with degrees from prestige universities to gifted teachers and accrediting agencies emphasize the importance of such degrees.

College presidents and deans give paternalistic rather than democratic leadership.

THE WAY TO IMPROVEMENT

From criticism of college teachers and reasons underlying it the way to improvement is in some respects fairly clear.

The list of the qualities of a good college teacher should be made and circulated among colleges and universities.

Graduate schools should study the needs of colleges and should adapt requirements for graduate degrees to those needs when dealing with prospective college teachers. This is now being done in some universities. One university faculty committee has proposed that "No Ph.D. should be recommended for college teaching lacking (a) sound general education; (b) special advanced competence in some particular field of learning (not necessarily the competence required for a research degree); (c) broad acquaintance with some division of learning (as social science); (d) an understanding of the problems of the American college and of American youth; and (e) demonstrated skill in the art of college teaching."

Representatives of all fields of learning in a graduate school must take part in solving the problems incident to the preparation of college teachers. The problems are not exclusively those of a graduate school of education.

There is opposition to one suggestion, namely, that a special graduate degree and program be devised to distinguish the college teacher from the research scholar.

A frequent and much emphasized suggestion that graduate instructors take a lively interest in educational problems. An all-university bureau of educational research is helpful in developing this interest.

Graduate schools could render better service to colleges if members of instructional staffs visited colleges to study problems.

Colleges should select teachers with greater care and plan for induction of appointees.

Colleges should make more use of program rather than business meetings of the faculty. Young members of the staff should be encouraged to participate in discussion at these meetings.

Ways of appraising teaching competence should be devised. Good teaching should be recognized and rewarded.

Each college should state its basic aims and how it pursues those aims. Colleges and teachers should not be rigidly standardized.

REPORT OF COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE

WILLIAM P. TOLLEY

CHANCELLOR, SYRACUSE UNIVERSITY

THE statement of principles on academic freedom and tenure endorsed by the Association of American Colleges in 1940 is now generally accepted by the colleges and universities holding membership in our association. In a questionnaire on rules of tenure to which 300 colleges replied, 170 indicated they had either endorsed the 1940 statement or had adopted a substantially similar statement adapted to their particular needs. Eighty of the colleges had taken no action to approve or disapprove the 1940 statement. Only 30 of the 300 had adopted rules of tenure differing in any marked degree from the statement endorsed by the association, and several of the 30 are now revising their tenure regulations.

That there has been a notable improvement in respect to academic freedom and tenure no one can doubt. If we compare conditions in World War I with those of the present war, the gains are even more impressive. In World War II there has been no repetition of the witch hunt for pacifists or German sympathizers that disturbed the academic scene a quarter of a century ago. There has in fact been almost no dislocation of faculty members because of the unpopularity of their political views. Despite the tensions of total war there has been on most campuses increasing respect for the rights of academic freedom and academic tenure.

This is a tribute to the strength and vitality of our democracy. It is a compliment to the intelligence of our citizens. It is significant evidence of the difference between democratic and totalitarian powers.

While we have made excellent progress there are still many troublesome problems. Some take on new importance because of a changing emphasis. The concern about academic freedom and academic tenure appears to be shifting from the relations between the college administration and the faculty to that between the governing board or the powers that appoint or elect

the governing board and the college administration, as witnessed by developments in Louisiana, Mississippi, Georgia, and now the state of Texas. In the case of the University of Texas, the reports have been so disquieting that the chairman of the commission sent the following telegram to Governor Coke Stevenson of that state:

As chairman of the Commission on Academic Freedom and Academic Tenure of the Association of American Colleges I must respectfully call your attention to our concern about the state of academic freedom at the University of Texas. The summary dismissal of gifted members of the faculty preceding the action taken concerning President Rainey is evidence of political interference of the worst kind. We trust you will protect the integrity of the University by asking for the resignation of all regents who have meddled with problems of internal administration or have tried to limit the academic freedom of members of the faculty.

The situation at the University of Texas has attracted the attention of the nation but there are other instances that have not been as well publicized. Because of the fundamental importance of the issues that are involved the members of your commission recommend a fact-finding investigation adequately financed to inquire concerning evidence of political or other dictation from without and the character of the direction and control of the professional program and activities of institutions of higher learning.

In recommending the investigation, the members of your commission fully appreciate the importance of the duties and responsibilities of governing boards. Theirs is the ultimate responsibility for the well-being of the institution. We make no claim for the tenure of administrative officers but are deeply concerned about safeguarding, for the sake of the students being educated there, the integrity of the institution and of its administrative officers in the discharge of their professional duties.

164
The Association of American Colleges
1937

REPORT OF COMMISSION ON INTER-AMERICAN CULTURAL RELATIONS

BOWMAN F. ASHE
PRESIDENT, UNIVERSITY OF MIAMI

AT its meeting on January 10, 1945, the Commission on Inter-American Cultural Relations adopted the following recommendations and respectfully submits them to the Association:

1. We recommend that the membership in the Association be expanded to include institutions of higher learning in Canada and the Latin American countries. This provision is to be carried out only after an adequate survey of the institutions has been made. Such a survey is contemplated in collaboration with the Division of Cultural Cooperation of the State Department.

2. The Commission recommends that as soon as feasible an annual meeting of the Association be held in a Latin American university city, such as Mexico City.

3. The Commission is happy to learn that the provisions of the G.I. Bill include study in foreign universities. It is recommended that veterans wishing to avail themselves of this privilege be advised to affiliate themselves with an institution of higher learning in this country before starting courses abroad in order that they may receive reliable information concerning the offerings of foreign institutions, that arrangements be made whereby such courses can subsequently be credited to them in American institutions, if they so desire, and that necessary orientation can be given them in preparation for their studies abroad.

4. The Commission recommended last year "the preparation of an authoritative Academic Directory and Guide to Cultural Institutions in the Americas, to be published in English, Spanish, Portuguese, and French." Since the preparation of such a comprehensive Guide will require for its accomplishment a large subsidy, which is not now available, the plan as a whole cannot be carried out at this time. We find, however, by conference with Mr. Herschel Brickell of the Division of Cultural Cooperation of the State Department, that the first step can be taken by the publication of a list of institutions of higher learning, prepared in collaboration with his Department, which will include essen-

tial data needed by prospective students of the United States who contemplate study in Latin American countries.

5. Since residential accommodations are not for the most part available at institutions of higher learning in Latin America, the Commission wishes to call attention to the urgent need for the establishment of international hostels in connection with such institutions.

The Commission appreciates the cooperative attitude of the Division of Cultural Cooperation of the State Department and will, in the near future, meet with its representatives upon the invitation of Mr. Brickell, Acting Assistant Chief. There are so many aspects of the program of this Division of the State Department which are closely related to the work of our Commission and which we believe will be of interest to the general membership of our Association, that the Commission contemplates a report covering them to the Association.

REPORT OF COMMITTEE ON PRE-LEGAL EDUCATION

THE Committee on Pre-Legal Education was appointed to confer with a similar committee appointed by the American Bar Association. The conference was held on Wednesday, January 10, 1945.

For many years, the American Bar Association and the Association of American Law Schools had expressed no opinion on what kind of pre-legal education is desirable. At its 1942 meeting, the Section of Legal Education and Admission to the Bar of the American Bar Association appointed Mr. Arthur T. Vanderbilt to prepare a report on Pre-Legal Education. This report was submitted to the Section of Legal Education and Admission to the Bar and to the House of Delegates of the American Bar Association at their September, 1944, meetings and was approved by both bodies. The House of Delegates then appointed a committee consisting of Mr. Arthur T. Vanderbilt, chairman, Messrs. Will Shafrroth, Joseph McClain and Carl B. Ricks to confer with this committee of the Association of American Colleges.

Your committee has examined the report prepared by Mr. Vanderbilt and approved by the American Bar Association and we find it to be a masterful statement of the basic issues that concern the development of an adequate pre-legal course in college. It will long be accepted as an authoritative presentation of what successful lawyers and judges regard as the essentials of pre-legal education. It is too long for adequate summary in this report and your committee has arranged (through the generosity of the American Bar Association) to have a copy of the report sent to the president of each college and university in the Association of American Colleges. We recommend that this report of the American Bar Association committee be placed on file with the registrar or other proper official of the college and that it be particularly called to the favorable attention of the curriculum committee in each institution.

Your committee calls special attention to five principal points made in the report, with each one of which it is in hearty accord:

First, the report holds that pre-legal education is more than a matter of certain courses or of particular extra-curricular

activities or of a certain number of years of study. In the words of Chief Justice Harlan Fiske Stone, "the emphasis should be on the intellectual discipline which the student derives from courses and by particular teachers, rather than on the selection of particular subjects without reference to the way in which they are taught."

Second, there is a preponderating desire among practicing lawyers and judges to move forward in education to meet new conditions of life—an attitude which, as the report points out, is quite the reverse of the generally charged conservatism of the bar.

Third, there is *unanimous* opposition to required courses in pre-legal training. The list of subjects given below is a list of recommended subjects. None is a required subject. Mr. Vanderbilt circulated a questionnaire and received responses from 118 distinguished lawyers and judges as to recommended subjects, extra-curricular activities and length of course. The subjects recommended by these leaders, with the number of recommendations received for each, are: English language and literature 72, government 71, economics 70, American history 70, mathematics 65, English history 63, Latin 60, logic 56, philosophy 50, accounting 47, American literature 45, physics 44, modern history 43, sociology 42, psychology 39, ancient history 38, chemistry 38, medieval history 37, ethics 34, biology 30, scientific method 25, physiology 21, French 20, Spanish 20. No other subject had more than eighteen votes.

Your committee would summarize this list of recommendations as calling for the inclusion in a sound pre-legal course of English language and literature and American literature, history with a strong preference for English and American history, adequate courses in the basic social sciences of government, economics and sociology, at least one laboratory science, mathematics (strongly emphasized), courses in philosophy, ethics and logic, accounting (a relatively new and important subject for lawyers), psychology and a foreign language, preferably Latin.

Fourth, there is hearty concurrence among those responding to Mr. Vanderbilt's questionnaire in the importance of such extra-curricular activities as develop capacity for independent thought and action, especially when they involve training in expression.

Fifth, the great weight of this legal and judicial opinion believes that the present minimum requirement for admission to law school of a two years' college course is inadequate and should be extended to three years, and as soon as practicable, to four years.

With these findings of the Bar Association Committee, your committee reports its agreement. In order to accomplish the purposes of the report, we recommend finally that secondary school authorities be advised of the action of this body, so that students planning on a pre-legal course in college may take in high school the subjects that are the necessary prerequisites to the college courses, especially in such fields as mathematics and Latin.

HARMON W. CALDWELL

LAWRENCE C. GORMAN

FRANCIS P. GAINES

GUY E. SNAVELY

CHARLES J. TURCK, *Chairman*

RESOLUTIONS

On Compulsory Military Training Adopted by the Association of American Colleges at Its Annual Meeting in Atlantic City on January 11, 1945.

1. The Association of American Colleges recommends to Congress that the present Selective Service Act be continued and amended to cover all emergencies that may arise until the restoration of peace and the return of our armed forces.

2. We believe in and pledge ourselves to full cooperation in maintaining a program of adequate military defense. If circumstances should develop which make necessary for this purpose the adoption of a program of compulsory military training in time of peace, the details of such a program should be given more careful and extended study than is now possible. Such a program requiring some form of national service of all citizens in certain age groups might well provide for training at different levels requiring different lengths of time. It seems clear that the increasing mechanization of war will make inventiveness, technological efficiency and economic power more important than military training as conceived by present day military authorities. Machine power will be more important than man power, and trained minds may be more important than trained bodies. Mere numbers may be far less important than the specialized abilities which colleges, universities and institutes of technology are fitted to produce.

3. We believe that universal compulsory military training at any time can be justified only on grounds of national defense.

- (a) As a health program it is inadequate and the sacrifices demanded are out of all proportion to its benefits.
- (b) As an educational program it contains menacing possibilities: indoctrination, its traditional method of wholesale teaching, conditions its trainees to accept what is taught and not to ask questions, and might readily become a dangerous political weapon with us as has been true in other countries.
- (c) The proposal that military training be used as an agency for developing discipline and moral qualities is based on the unjustifiable assumption that the home and educational and religious institutions have largely failed in

their responsibilities and are inadequate to the demands of the future.

4. We believe it would be unfortunate to make an issue at the present time of the question of compulsory military training in time of peace. Such an issue will be raised if either of the bills which have been introduced in Congress (Gurney-Wadsworth Bill—HR 1806, or May Bill—HR 3947) is recommended by the Senate and House Committees for adoption.

We urge the indefinite postponement of voting on these or any similar bills for the following reasons:

- (a) The provisions of these bills are not related to any of the problems involved in carrying on the war to a successful end.
- (b) It is impossible to determine at this time what an adequate program of national defense will require after peace has been restored. The purpose of any military program should be to make effective the foreign policy of the nation. Important sections of the foreign policy we are likely to follow in the years immediately ahead are still undetermined. No one knows at this time what will be the nature of the peace nor what our commitments and responsibilities will be under its provisions.

We believe that some form of international organization is necessary to establish procedures for the peaceful settlement of disputes between nations after military victory has been won. We urge Congress immediately to take whatever action may be necessary to establish such an organization now and that the organization include arrangements to maintain a United Nations Military force promptly available to suppress any attempt at military aggression. Our Government should make it clear to all other nations that we regard military aggression wherever it occurs as a menace to the security and best interests of the United States and that we commit ourselves permanently to a policy of cooperating with other nations in preventing or suppressing military aggression by force.

The adoption now by the United States of a program of peacetime universal military training would imply a lack of trust in the effectiveness of the plans now being formulated to prevent

aggression by international cooperation, and would inevitably lead to the conviction on the part of other nations that we already regard these efforts as doomed to failure. Other nations, especially those of Central and South America, following our example, would undoubtedly adopt similar programs of universal military training; we would be lending our influence as a nation to strengthen, rather than weaken, world confidence in militarism.

(c) There has not been sufficient discussion of alternate plans. Before any program of peacetime conscription is adopted a more thorough study than has yet been conducted should be made of such possibilities as the establishment of more officers' training schools for Army and Navy, more inducements for volunteers, expanded programs for R.O.T.C., National Guard, summer camps, etc.

(d) The nearly thirteen million men and women now in the armed forces should not be deprived of the normal opportunity to take part in discussions leading to sound public opinion, as would be the case if Congress at this time should take action regarding so important a matter affecting the long future of our country.

THE OFFICIAL RECORDS

Minutes of the 31st Annual Meeting of the Association of American Colleges

JANUARY 10-12, 1945

HOTEL CLARIDGE

ATLANTIC CITY, NEW JERSEY

First Session

THE thirty-first Annual Meeting of the Association began with a dinner session at 7 P. M. at the Hotel Claridge, Atlantic City. The National Commission on Christian Higher Education joined in the dinner program.

President Francis P. Gaines presided. The invocation was offered by the Reverend Percy A. Roy, President of Loyola University in New Orleans and member of the Board of Directors.

After the dinner the Honorable Archibald MacLeish, recently appointed Assistant Secretary of State, gave an eloquent and stirring address, which is to be found on pages 5-14.

President Gaines then presented Secretary John O. Gross of the Board of Education of the Methodist Church, Chairman of the National Commission on Christian Higher Education, who introduced President Robert J. McMullen of Centre College of Kentucky, who has recently returned from long service in China. His topic was "China Speaks to America." His remarks will be published in *Christian Education*.

Second Session

Promptly at 9:30 A. M., January 11, the Association was called to order by President Gaines. The invocation was pronounced by President Nelson P. Horn of Baker University of Kansas.

President Gaines announced the following committees:

Committee on Nominations

Chancellor William P. Tolley, Syracuse University, *Chairman*

Dean Samuel T. Arnold, Brown University
President T. S. Bowdern, Creighton University

President Mary Ashby Cheek, Rockford College
President Rufus E. Clement, Atlanta University

Committee on Resolutions

President Kenneth I. Brown, Denison University, *Chairman*
President H. G. Harmon, Drake University
President J. F. Kelley, Seton Hall College
President Helen McKinstry, Russell Sage College
President J. E. Shepard, North Carolina College for Negroes

After some announcements, the report of the financial operations of the year, which included the financial statements of the various projects being operated on grants from the Foundations, was given by Treasurer LeRoy E. Kimball. He presented also the official audit and proposed budget for the year 1945. On vote of the Association these reports were approved and the audit adopted. (See pages 139-142.)

The report of the Executive Director was then read. Upon motion the report was received. (See pages 130-135.)

The Executive Director read the report of the Board of Directors. On motion the recommendations in this report were approved. (See pages 136-138.)

President James P. Baxter, III, Williams College, presided in the temporary absence of President Gaines.

President Helen D. Bragdon of Lake Erie College followed with an address on "The Postwar College for Women." (See pages 15-22.)

"College Alumni and Citizenship" was the topic of an address by President Edward B. Bunn of Loyola College (Baltimore), who is the secretary of the Commission on Citizenship. The resolutions contained in the concluding part of his address, submitted as a report from the Commission on Citizenship, were on motion approved by the Association. (See pages 23-31.)

Next was presented a report from a special Committee on Pre-legal Education under the chairmanship of President Charles J. Turck of Macalester College, appointed during the year by the Board of Directors to confer with a similar committee representing the American Bar Association. The report, to be found on pages 167-169, was adopted. After discussion by the following, the Committee was discharged:

President James P. Baxter, III, Williams College
President John W. Nason, Swarthmore College

President Albert G. Parker, Jr., Hanover College
President Charles J. Turck, Macalester College

Vice-Chancellor R. H. Fitzgerald of the University of Pittsburgh, Chairman of the Commission on the Arts, presented the report for his Commission. (See pages 143-146.)

As Chairman of the Committee on Insurance and Annuities, President W. E. Weld of Wells College presented his report, giving a summary of the activities since its inception. (See pages 147-152.)

The five recommendations contained in the report were on separate motions approved after discussions participated in by the following:

President James P. Baxter, III, Williams College
President Herbert J. Burgstahler, Ohio Wesleyan University
President E. E. Rall, North Central College
President G. Morris Smith, Susquehanna University
President W. E. Weld, Wells College

President J. M. Kumarappa of Ta Ta Institute of Bombay, India, was presented by President Gaines. Doctor Kumarappa spoke briefly, stating that he was a guest of the United States Department of State and was in this country at the present trying to make arrangements for the selection of colleges and universities to which interested and prepared students of India might be sent.

After announcements, the morning session adjourned for lunch about 12:30 P. M.

Third Session

President Gaines convened the Thursday afternoon session at 2:30 P. M. sharp.

A stirring address on the topic of "Compulsory Military Training" was delivered by General George C. Marshall, Chief of Staff of the United States Army. General Marshall had interrupted his pressing duties to fly to our meeting so as to make this address and to fly back immediately to Washington. The address was "off the record" because, as he explained, his ideas should not be aired in the press before he had opportunity to present them in person to the Congress, which he expects to be called upon to do in the immediate future.

The cordiality of the reception accorded him is expressed in the following statement from our letter of appreciation, written immediately upon our return to the office of the Association:

On behalf of the officials and members of the Association of American Colleges, we thank you most cordially for the fine contribution you made to the success of our Thirty-first Annual Meeting, held in Atlantic City this week. I heard on all sides many favorable comments.

You really made a profound impression on all our membership. They accord you their sympathy and support with a better appreciation and understanding of your manifold problems.

The reciprocal feelings of the General are expressed in the following paragraph sent by his aide, Lieutenant Colonel H. M. Pasco, under date of January 12, 1945:

Every possible courtesy was shown him by you and the members of the Association, and he asked me to be certain that you received an expression of his gratitude.

The report for the Commission on Liberal Education was presented by its Chairman, President James P. Baxter, III, of Williams College. The report was ordered received and the recommendations approved. (See pages 153-156.)

President Harry M. Gage of Lindenwood College gave his report as Chairman of the Commission on Teacher Education. (See pages 157-162.)

Fourth Session

The Association reconvened at 8 P. M., with prayer being offered by President Walter P. Binns of William Jewell College. President Isaiah Bowman of Johns Hopkins University was detained at home by an attack of influenza. His address on "The Dumbarton Oaks Proposals," at which he represented officially the United States Department of State, is to be found on pages 32-43.

The committee appointed in the autumn by the Board of Directors to make a study of compulsory military training gave its report as the first item of business of the evening session. The committee is comprised of the following:

President Donald J. Cowling, Carleton College, *Chairman*
President Carter Davidson, Knox College

President Robert I. Gannon, Fordham University
President Francis P. Gaines, Washington and Lee University

Executive Director Guy E. Snavely, Association of American Colleges

The chairman of the committee, Doctor Cowling, outlined in some detail with lucid explanations the reasons for the resolutions to be found on pages 170-172. President Gannon, who was detained by illness, sent word that he did not approve some of the resolutions.

Very interesting discussions ensued, both pro and con, participated in by the following:

President Emeritus John Nollen, Grinnell College

President Franc L. McCluer, Westminster College

President R. C. Clothier, Rutgers University

President Meta Glass, Sweet Briar College

President Mordecai W. Johnson, Howard University

President George R. Stuart, Birmingham-Southern College

President E. N. Case, Colgate University

President William C. Dennis, Earlham College

Dean A. S. Raubenheimer, University of Southern California

When the question was called, the resolutions were adopted on a six to one vote of approval.

"Education and the United Nations" was the subject of an interesting address by Walter M. Kotschnig of the United States Department of State. (See pages 44-54.)

Chancellor William P. Tolley of the Commission on Academic Freedom and Academic Tenure gave the report for the Commission. (See pages 163-164.)

The report of the Commission on Inter-American Cultural Relations was next presented by President B. P. Ashe, Chairman of the Commission. (See pages 165-166.)

Fifth Session

In order to adjourn promptly by noon it had been agreed at the preceding session that the meeting should be called to order at 9 A. M., Friday, January 12. At the request of President Gaines, prayer was offered by President Francis X. N. McGuire of Villanova College.

President C. H. Marvin, Chairman for this year of the Commission on Public Relations and Chairman of the Advisory Com-

mittee to the Committee on Education of the House of Representatives of the United States Congress, gave an address on "The War Crisis." (See pages 55-69.)

Discussion of the report of the commission and the recommendations therein contained ensued, in which the following participated:

President P. D. Eddy, Adelphi College
President W. C. Dennis, Earlham College
President Daniel C. Marsh, Boston University
President Charles E. Diehl, Southwestern
President W. D. O'Leary, Spring Hill College
President H. J. Burgstahler, Ohio Wesleyan University
President S. O. Bond, Salem College (West Virginia)
President Franc L. McCluer, Westminster College

The motion was adopted to refer the recommendations in the Marvin report to next year's Commission on Public Relations. The Board of Directors was requested to consider the feasibility of a united drive for funds for the liberal arts colleges, as proposed by President Paul D. Eddy of Adelphi College.

Brigadier General Frank T. Hines, Administrator, United States Veterans Administration, gave an address on "The Colleges in Transition." (See pages 70-83.)

For the Committee on Resolutions, President Kenneth I. Brown of Denison University presented the following resolutions which were adopted without debate:

Resolved: That the Association of American Colleges records its full sympathy with the National Bond Drives and promises to the Director of the Educational Section of the War Finance Division of the Treasury Department, the requested assistance in furthering an educational "between-drives" effort in the war bond program.

Resolved: That the Secretary of the Association be asked to express to Doctor Archibald MacLeish, General George C. Marshall and General Frank T. Hines our warm appreciation for their presence at our meetings, especially as they have come to us in the midst of very busy days, and moreover, to affirm to General Marshall our unwavering confidence in his wise and brilliant leadership.

Resolved: That the Association express its thanks to the management of the Hotel Claridge for the courteous services and friendly hospitality offered the members of the Association during their days of meeting.

Resolved: That the members of the Association express to Doctor Francis P. Gaines, our retiring President, their appreciation of his most competent and eloquent services during the past year; and to Doctor Guy E. Snavely, our efficient Executive Secretary, their thanks for his continuing good work.

Chairman Tolley of the Committee on Nominations presented the list of officers and committee members as found on pages 2-3 of this BULLETIN, which were on motion elected to the offices indicated.

After expressing thanks to W. Emerson Reck and Douglass Miller, Directors of Public Relations, respectively, for Colgate and Syracuse Universities, for their excellent services rendered on a voluntary basis for the annual meeting, President Gaines concluded the annual meeting shortly before noon with the following excellent statement:

And now, with a prayer in my heart for all of my colleagues and their institutions, that in the mysterious disciplines of God even our problems may bring us strength, that we may have endowment of patience for the dreary routine and wisdom for the unexpected circumstance, that we may be so fortified by faith that we shall follow with unfaltering devotion our radiant opportunity until we, too, can say

I, Galahad, saw the Holy Grail;
I saw the holy cup descend upon the shrine;
I saw the Holy Face as of a child. . . .
I declare this session at an end.

The Eleventh Annual Meeting of the National Commission on Christian Higher Education and the Thirty-fourth Annual Meeting of the Council of Church Boards of Education were held on January 10, 1945.

The speakers for the Commission included: John O. Gross, Secretary, Division of Educational Institutions, Board of Education, The Methodist Church; William Betz, member Postwar Policy Commission, National Council, Teachers of Mathematics; Lawrence C. Gorman, S. J., President, Georgetown University; Paul H. Bowman, President, Bridgewater College; Albert G. Parker, Jr., President, Hanover College, and Gould Wickey,

Secretary-Treasurer of the National Commission on Christian Higher Education.

In addition to the reports of officers and committees, the following were the speakers on the program of the Council of Church Boards of Education: Harry W. McPherson, Executive Secretary, The Board of Education, The Methodist Church; E. Fay Campbell, Secretary, Division of Higher Education, Board of Christian Education, Presbyterian Church, U. S. A.; Mildred E. Winston, Secretary for Student Work, Board of Education, United Lutheran Church in America, and Donald Faulkner, Director, Department of Schools, Colleges, Seminaries, Board of Education, Northern Baptist Convention.

On January 8 and 9 a number of other college groups affiliated with various church boards held separate meetings and conferences.

The presidents of the women's colleges belonging to our Association held a meeting at 4:30 P. M., January 11, under the chairmanship of President Paul Swain Havens, Wilson College. A number of matters were discussed that are particularly pertinent to the problems of women's colleges.

The Conference of Academic Deans of the member institutions of the Association of American Colleges was organized on January 10, 1945. Those eligible to attend were all and any academic deans having responsibility for the liberal arts curricula. Officers elected and appointed at the first meeting were: *Chairman*: Dean E. V. Bowers, Marshall College; *Secretary pro-tem*: Mrs. John S. Karling, Barnard College; *Executive Committee*: Dean Edward R. Bartlett, De Pauw University; Dean Edward Y. Blewett, University of New Hampshire; Dean Ruth L. Higgins, Beaver College; Dean Stephen A. Mulcahy, S. J., Boston College.

The registration records indicated that some 600 persons were in attendance at the various meetings.

MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES

OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS FOR
THE YEAR ENDING JANUARY, 1946

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Executive Director

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Executive Director Emeritus, ROBERT L. KELLY, Claremont, California

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DAVID D. JONES, President, Bennett College

KENNETH I. BROWN, President, Denison University

By order of the Association, in the case of universities the unit of membership is the university college of liberal arts. Unless otherwise indicated the name of the president or the chancellor is given in the column headed Executive Officer.

INSTITUTION

EXECUTIVE OFFICER

ALABAMA

| | |
|--|--------------------------------|
| Alabama College, Montevallo..... | A. F. Harman |
| Alabama Polytechnic Institute, Auburn..... | L. N. Duncan |
| Birmingham-Southern College, Birmingham..... | George R. Stuart |
| Howard College, Birmingham..... | Harwell G. Davis |
| Huntingdon College, Montgomery..... | Hubert Searcy |
| Judson College, Marion..... | J. I. Riddle |
| Spring Hill College, Spring Hill..... | W. D. O'Leary |
| Talladega College, Talladega..... | James T. Carter, <i>Acting</i> |
| Tuskegee Institute, Tuskegee Institute..... | Frederick D. Patterson |
| University of Alabama, University..... | Raymond R. Paty |

ARIZONA

| | |
|------------------------------------|-----------------|
| University of Arizona, Tucson..... | Alfred Atkinson |
|------------------------------------|-----------------|

ARKANSAS

| | |
|--|--------------------|
| Agricultural, Mechanical and Normal College, Pine Bluff..... | Lawrence A. Davis |
| Arkansas State College, Jonesboro..... | Horace E. Thompson |
| College of the Ozarks, Clarksville..... | Wiley Lin Hurie |

| | |
|---|---------------------|
| Hendrix College, Conway..... | J. H. Reynolds |
| Ouachita College, Arkadelphia..... | James R. Grant |
| Philander Smith College, Little Rock..... | M. LaFayette Harris |
| University of Arkansas, Fayetteville..... | A. M. Harding |

CALIFORNIA

| | |
|---|--------------------------------------|
| California Institute of Technology, Pasadena..... | Robert A. Millikan |
| College of the Holy Names, Oakland..... | Sister M. Rose Emmanuel, <i>Dean</i> |
| College of the Pacific, Stockton..... | Tully C. Knoles |
| Dominican College, San Rafael..... | Sister Mary Thomas |
| George Pepperdine College, Los Angeles..... | Hugh M. Tiner |
| Immaculate Heart College, Hollywood..... | Sister Mary Eucharia |
| La Verne College, La Verne..... | C. Ernest Davis |
| Loyola University, Los Angeles..... | Edward J. Whelan |
| Mills College, Mills College..... | Lynn T. White, Jr. |
| Mount St. Mary's College, Los Angeles..... | Mother Marie de Lourdes |
| Occidental College, Los Angeles..... | Remsen DuBois Bird |
| Pacific Union College, Angwin..... | Henry J. Klooster |
| Pasadena College, Pasadena..... | H. Orton Wiley |
| Pomona College, Claremont Colleges, Claremont..... | E. Wilson Lyon |
| St. Mary's College, St. Mary's College P. O..... | Brother Austin |
| San Francisco College for Women, San Francisco..... | Mother Leonor Mejia |
| Scripps College, Claremont Colleges, Claremont..... | Frederick Hard |
| Stanford University, Stanford University..... | Donald B. Tresidder |
| University of Redlands, Redlands..... | F. C. Wilcox, <i>Acting</i> |
| University of San Francisco, San Francisco..... | William J. Dunne |
| University of Santa Clara, Santa Clara..... | Charles J. Walsh |
| University of Southern California, Los Angeles..... | R. B. von KleinSmid |
| Whittier College, Whittier..... | Wm. C. Jones |

COLORADO

| | |
|---|-----------------------------------|
| Colorado College, Colorado Springs..... | Charlie B. Hershey, <i>Acting</i> |
| University of Colorado, Boulder..... | R. G. Gustavson |
| University of Denver, Denver..... | Ben M. Cherrington |

CONNECTICUT

| | |
|--|-----------------------------|
| Albertus Magnus College, New Haven..... | Sister Mary Samuel Boyle |
| Connecticut College for Women, New London..... | Dorothy Schaffter |
| St. Joseph College, West Hartford..... | Sister M. Rosa, <i>Dean</i> |
| Trinity College, Hartford..... | G. Keith Funston |
| University of Connecticut, Storrs..... | Albert N. Jorgensen |
| Wesleyan University, Middletown..... | Victor L. Butterfield |
| Yale University, New Haven..... | Charles Seymour |

DELAWARE

| | |
|-------------------------------------|------------------------------|
| University of Delaware, Newark..... | W. O. Sypherd, <i>Acting</i> |
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DISTRICT OF COLUMBIA

| | |
|---|---------------------------|
| American University, Washington | Paul F. Douglass |
| Catholic University of America, Washington | P. J. McCormick |
| Dunbarton College of Holy Cross, Washington | Sister Mary Fredrick |
| George Washington University, Washington | C. H. Marvin |
| Georgetown University, Washington | Lawrence C. Gorman |
| Howard University, Washington | Mordecai W. Johnson |
| Trinity College, Washington | Sister Catherine Dorothea |

FLORIDA

| | |
|--|------------------|
| Florida Agricultural and Mechanical College, Tallahassee | Wm. H. Gray, Jr. |
| Florida Southern College, Lakeland | Ludd M. Spivey |
| Florida State College for Women, Tallahassee | Doak S. Campbell |
| John B. Stetson University, Deland | W. S. Allen |
| Rollins College, Winter Park | Hamilton Holt |
| University of Florida, Gainesville | John J. Tigert |
| University of Miami, Coral Gables | Bowman F. Ashe |

GEORGIA

| | |
|--|---------------------------------------|
| Agnes Scott College, Decatur | James R. McCain |
| Atlanta University, Atlanta | Rufus E. Clement |
| Berry College, Mount Berry | Wm. J. Baird |
| Bessie Tift College, Forsyth | C. L. McGinty |
| Brenau College, Gainesville | Mrs. H. J. Pearce, Sr., <i>Acting</i> |
| Clark College, Atlanta | James P. Brawley |
| Emory University, Emory University | Goodrich C. White |
| Georgia State College for Women, Milledgeville | Guy H. Wells |
| Georgia State Woman's College, Valdosta | Frank R. Beade |
| LaGrange College, LaGrange | H. T. Quillian |
| Mercer University, Macon | Spright Dowell |
| Morehouse College, Atlanta | Benjamin E. Mays |
| Morris Brown College, Atlanta | Wm. A. Fountain, Jr. |
| Paine College, Augusta | E. C. Peters |
| Piedmont College, Demorest | A. R. Van Cleave, <i>Acting</i> |
| Shorter College, Rome | Paul M. Cousins |
| Spelman College, Atlanta | Florence M. Read |
| University of Georgia, Athens | Harmon W. Caldwell |
| Wesleyan College, Macon | N. C. McPherson, Jr. |

HAWAII

| | |
|--------------------------------|-------------------|
| University of Hawaii, Honolulu | Gregg M. Sinclair |
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IDAHO

| | |
|-----------------------------------|---------------------------|
| College of Idaho, Caldwell | William Webster Hall, Jr. |
| Northwest Nazarene College, Nampa | L. T. Corlett |

ILLINOIS

| | |
|--|-----------------------------|
| Augustana College, Rock Island | Conrad Bergendoff |
| Aurora College, Aurora | Theodore Pierson Stephens |
| Barat College of the Sacred Heart, Lake Forest | Mother Eleanor Regan |
| Bradley Polytechnic Institute, Peoria | F. R. Hamilton |
| Carthage College, Carthage | Erland Nelson |
| Central Y. M. C. A. College, Chicago | Edward J. Sparling |
| College of St. Francis, Joliet | Sister M. Aneeta |
| De Paul University, Chicago | Comerford O'Malley |
| Elmhurst College, Elmhurst | Timothy Lehmann |
| Eureka College, Eureka | Burrus Dickinson |
| George Williams College, Chicago | Harold C. Coffman |
| Greenville College, Greenville | Henry J. Long |
| Illinois College, Jacksonville | H. Gary Hudson |
| Illinois Wesleyan University, Bloomington | W. E. Shaw |
| James Millikin University, Decatur | C. L. Miller, <i>Acting</i> |
| Knox College, Galesburg | Carter Davidson |
| Lake Forest College, Lake Forest | Ernest A. Johnson |
| Loyola University, Chicago | Joseph M. Egan |
| MacMurray College, Jacksonville | Clarence P. McClelland |
| McKendree College, Lebanon | Clark R. Yost |
| Monmouth College, Monmouth | J. H. Grier |
| Mundelein College, Chicago | Sister Mary Justitia |
| North Central College, Naperville | E. E. Rall |
| Northwestern University, Evanston | Franklyn Bliss Snyder |
| Quincy College, Quincy | Seraphin Tibesar |
| Rockford College, Rockford | Mary Ashby Cheek |
| Rosary College, River Forest | Sister Mary Peter Doyle |
| St. Francis Xavier College for Women, Chicago | Sister Mary Inez Bogan |
| Shurtleff College, Alton | Guy Wimmer |
| The Principia, Elsah | F. E. Morgan |
| University of Chicago, Chicago | Robt. M. Hutchins |
| University of Illinois, Urbana | M. T. McClure, <i>Dean</i> |
| Wheaton College, Wheaton | V. R. Edman |

INDIANA

| | |
|---|-----------------------|
| Butler University, Indianapolis | Maurice O. Ross |
| DePauw University, Greencastle | Clyde E. Wildman |
| Earlham College, Richmond | William C. Dennis |
| Evansville College, Evansville | Lincoln B. Hale |
| Franklin College, Franklin | William G. Spencer |
| Goshen College, Goshen | Ernest E. Miller |
| Hanover College, Hanover | Albert G. Parker, Jr. |
| Indiana Central College, Indianapolis | I. L. Esch |
| Indiana University, Bloomington | Herman B. Wells |
| Manchester College, North Manchester | V. F. Schwalm |
| Rose Polytechnic Institute, Terre Haute | Donald B. Prentice |

| | |
|--|---------------------|
| St. Mary-of-the-Woods College, St. Mary-of-the-Woods | Mother Mary Bernard |
| St. Mary's College, Notre Dame | Sister M. Madeleva |
| University of Notre Dame, Notre Dame | J. Hugh O'Donnell |
| Valparaiso University, Valparaiso | O. P. Kretzmann |
| Wabash College, Crawfordsville | Frank Hugh Sparks |

IOWA

| | |
|-------------------------------------|-----------------------------|
| Central College, Pella | Irwin J. Lubbers |
| Clarke College, Dubuque | Sister Mary Ambrose |
| Coe College, Cedar Rapids | C. H. Geiger, <i>Acting</i> |
| Cornell College, Mt. Vernon | Russell D. Cole |
| Drake University, Des Moines | Henry Gadd Harmon |
| Grinnell College, Grinnell | Samuel Nowell Stevens |
| Iowa Wesleyan College, Mt. Pleasant | Stanley B. Niles |
| Loras College, Dubuque | M. J. Martin |
| Luther College, Decorah | O. J. H. Preus |
| Morningside College, Sioux City | Earl A. Roadman |
| Parsons College, Fairfield | Herbert C. Mayer |
| St. Ambrose College, Davenport | Ambrose J. Burke |
| Simpson College, Indianola | Edwin E. Voigt |
| State University of Iowa, Iowa City | Virgil M. Hancher |
| University of Dubuque, Dubuque | Dale D. Welch |
| Upper Iowa University, Fayette | Vivian T. Smith |
| William Penn College, Oskaloosa | Cecil Hinshaw |

KANSAS

| | |
|---|-------------------------------|
| Baker University, Baldwin City | Nelson P. Horn |
| Bethany College, Lindsborg | Emory Lindquist |
| Bethel College, North Newton | Edmund G. Kaufman |
| College of Emporia, Emporia | Daniel A. Hirschler |
| Fort Hays Kansas State College, Hays | Lyman D. Wooster |
| Friends University, Wichita | W. A. Young |
| Kansas Wesleyan University, Salina | Edgar K. Morrow |
| Marymount College, Salina | Mother Mary Chrysostom Wynn |
| McPherson College, McPherson | W. W. Peters |
| Mount St. Scholastica College, Atchison | Mother Lucy Dooley |
| Ottawa University, Ottawa | Andrew B. Martin |
| Saint Mary College, Xaver | A. M. Murphy |
| Southwestern College, Winfield | Lyman S. Johnson, <i>Dean</i> |
| Sterling College, Sterling | H. A. Kelsey |
| University of Wichita, Wichita | W. M. Jardine |
| Washburn Municipal University, Topeka | Bryan S. Stoffer |

KENTUCKY

| | |
|-------------------------|-----------------------------|
| Asbury College, Wilmore | Z. T. Johnson |
| Berea College, Berea | Francis Stephenson Hutchins |

| | |
|---------------------------------------|--------------------------------|
| Centre College, Danville | Robt. J. McMullen |
| Georgetown College, Georgetown | Samuel S. Hill |
| Kentucky Wesleyan College, Winchester | Paul Shell Powell |
| Nazareth College, Louisville | Sister Mary Anastasia Coady |
| Transylvania College, Lexington | Leland A. Brown, <i>Acting</i> |
| Union College, Barbourville | Conway Boatman |
| University of Kentucky, Lexington | Herman Lee Donovan |
| University of Louisville, Louisville | E. W. Jacobsen |

LOUISIANA

| | |
|---|----------------------------|
| Centenary College of Louisiana, Shreveport | W. G. Banks, <i>Bursar</i> |
| Dillard University, New Orleans | Albert W. Dent |
| H. Sophie Newcomb Memorial College for Women, New Orleans | Logan Wilson, <i>Dean</i> |
| Louisiana Polytechnic Institute, Ruston | Claybrook Cottingham |
| Louisiana State University, University | W. B. Hatcher |
| Loyola University, New Orleans | Percy A. Roy |
| Northwestern State College, Natchitoches | Joe Farrar |
| Southern University, Scotlandville | F. G. Clark |
| Southwestern Louisiana Institute, Lafayette | Joel L. Fletcher |
| Tulane University, New Orleans | R. C. Harris |
| Ursuline College, New Orleans | Mother Mary Loretta |
| Xavier University, New Orleans | Mother M. Agatha |

MAINE

| | |
|--------------------------------|------------------------------------|
| Bates College, Lewiston | Chas. F. Phillips |
| Bowdoin College, Brunswick | Kenneth C. M. Sills |
| Colby College, Waterville | Julius Seelye Bixler |
| St. Joseph's College, Portland | Sister Mary Honoratus, <i>Dean</i> |
| University of Maine, Orono | Arthur A. Hauck |

MARYLAND

| | |
|--|------------------------------|
| College of Notre Dame of Maryland, Baltimore | Sister Mary Frances |
| Goucher College, Baltimore | David A. Robertson |
| Hood College, Frederick | Henry I. Stahr |
| Johns Hopkins University, Baltimore | Isaiah Bowman |
| Loyola College, Baltimore | Edward B. Bunn |
| Morgan State College, Baltimore | D. O. W. Holmes |
| Mount St. Mary's College, Emmitsburg | J. L. Sheridan |
| St. John's College, Annapolis | Stringfellow Barr |
| St. Joseph's College, Emmitsburg | Sister Paula Dunn |
| University of Maryland, College Park | H. C. Byrd |
| Washington College, Chestertown | Gilbert W. Mead |
| Western Maryland College, Westminster | Fred G. Holloway |
| Woodstock College, Woodstock | Joseph C. Glose, <i>Dean</i> |

MASSACHUSETTS

| | |
|---|-------------------|
| American International College, Springfield | Chester S. McGown |
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|--|-----------------------------------|
| Amherst College, Amherst | Stanley King |
| Boston College, Chestnut Hill | William J. Murphy |
| Boston University, Boston | Daniel L. Marsh |
| Clark University, Worcester | Wallace W. Atwood |
| College of Our Lady of the Elms, Chicopee | John R. Rooney, <i>Vice-Pres.</i> |
| College of the Holy Cross, Worcester | Joseph R. N. Maxwell |
| Eastern Nazarene College, Quincy | G. B. Williamson |
| Emmanuel College, Boston | Sister Teresa Patricia |
| Harvard University, Cambridge | James B. Conant |
| Massachusetts Institute of Technology, Cambridge | Robert G. Caldwell, <i>Dean</i> |
| Massachusetts State College, Amherst | Hugh P. Baker |
| Mount Holyoke College, South Hadley | Roswell G. Ham |
| Northeastern University, Boston | Carl S. Ell |
| Regis College, Weston | Sister Honora |
| Simmons College, Boston | Bancroft Beatley |
| Smith College, Northampton | Herbert J. Davis |
| Springfield College, Springfield | Ernest M. Best |
| Tufts College, Tufts College | Leonard Carmichael |
| Wellesley College, Wellesley | Mildred H. McAfee |
| Wheaton College, Norton | A. Howard Meneely |
| Williams College, Williamstown | James P. Baxter, III |
| Worcester Polytechnic Institute, Worcester | Wat Tyler Cluverius |

MICHIGAN

| | |
|--|---|
| Adrian College, Adrian | Samuel J. Harrison |
| Albion College, Albion | John L. Seaton |
| Alma College, Alma | Roy W. Hamilton, <i>Acting</i> |
| Calvin College, Grand Rapids | Henry Schultze |
| Emmanuel Missionary College, Berrien Springs | Alvin W. Johnson |
| Hillsdale College, Hillsdale | Harvey Leonard Turner |
| Hope College, Holland | Wynand Wickers |
| Kalamazoo College, Kalamazoo | Paul L. Thompson |
| Marygrove College, Detroit | Sister M. Honora |
| Michigan State College of Agriculture and Applied Science, East Lansing | John A. Hannah |
| Nazareth College, Nazareth | Sister M. Kevin |
| Olivet College, Olivet | Malcolm B. Dana |
| Siena Heights College, Adrian | Mother M. Gerald |
| University of Detroit, Detroit | Wm. J. Millor |
| University of Michigan, Ann Arbor | Edward H. Kraus, <i>Dean</i> |
| Wayne University, Detroit | David D. Henry, <i>Exec. Vice-Pres.</i> |

MINNESOTA

| | |
|-------------------------------------|--------------------------------------|
| Augsburg College, Minneapolis | Bernhard Christensen |
| Carleton College, Northfield | D. J. Cowling |
| College of St. Benedict, St. Joseph | Sister Incarnata Girgen, <i>Dean</i> |

| | |
|--------------------------------------|-----------------------------------|
| College of St. Catherine, St. Paul | Sister Antonius Kennelly |
| College of St. Scholastica, Duluth | Mother M. Anthanasius Braegelman |
| College of St. Teresa, Winona | Sister Mary A. Molloy |
| College of St. Thomas, St. Paul | Vincent J. Flynn |
| Concordia College, Moorhead | J. N. Brown |
| Gustavus Adolphus College, St. Peter | Edgar M. Carlson |
| Hamline University, St. Paul | Charles N. Pace |
| Macalester College, St. Paul | Chas. J. Turck |
| St. Mary's College, Winona | Brother Joel |
| St. Olaf College, Northfield | Clemens M. Granskou |
| University of Minnesota, Minneapolis | T. Raymond McConnell, <i>Dean</i> |

MISSISSIPPI

| | |
|---|--------------------|
| Belhaven College, Jackson | G. T. Gillespie |
| Blue Mountain College, Blue Mountain | Lawrence T. Lowrey |
| Millsaps College, Jackson | Marion L. Smith |
| Mississippi College, Clinton | D. M. Nelson |
| Mississippi State College, State College | G. D. Humphrey |
| Mississippi State College for Women, Columbus | B. L. Parkinson |
| University of Mississippi, University | A. B. Butts |

MISSOURI

| | |
|--|------------------------------|
| Central College, Fayette | Harry S. DeVore |
| Culver-Stockton College, Canton | W. H. McDonald |
| Drury College, Springfield | James Franklin Findlay |
| Fontbonne College, St. Louis | Mother M. Bernice O'Neill |
| Lindenwood College, St. Charles | Harry M. Gage |
| Maryville College, St. Louis | Mother Marie-Odéide Mouton |
| Missouri Valley College, Marshall | J. R. Cable |
| Park College, Parkville | F. W. Hawley, <i>Acting</i> |
| Rockhurst College, Kansas City | William H. McCabe |
| St. Louis University, St. Louis | Patrick James Holloran |
| Tarkio College, Tarkio | M. Earl Collins |
| University of Kansas City, Kansas City | Clarence R. Decker |
| University of Missouri, Columbia | F. A. Middlebush |
| Washington University, St. Louis | H. B. Wallace, <i>Acting</i> |
| Webster College, Webster Groves | George F. Donovan |
| Westminster College, Fulton | Franc L. McCluer |
| William Jewell College, Liberty | Walter Pope Binns |

MONTANA

| | |
|-------------------------------------|----------------|
| Carroll College, Helena | Emmet J. Riley |
| College of Great Falls, Great Falls | J. J. Donovan |

NEBRASKA

| | |
|-----------------------------|-------------------|
| Creighton University, Omaha | Thomas S. Bowdern |
| Doane College, Crete | Bryant Drake |

| | |
|--|---------------------|
| Duchesne College, Omaha..... | Mother Helen Casey |
| Hastings College, Hastings..... | Wm. Marshall French |
| Nebraska Wesleyan University, Lincoln..... | B. F. Schwartz |
| Union College, Lincoln..... | E. E. Cossentine |
| University of Nebraska, Lincoln..... | C. S. Boucher |
| University of Omaha, Omaha..... | Rowland Haynes |
| York College, York..... | D. E. Weidler |

NEW HAMPSHIRE

| | |
|--|-------------------|
| Dartmouth College, Hanover..... | Ernest M. Hopkins |
| St. Anselm's College, Manchester..... | Bertrand C. Dolan |
| University of New Hampshire, Durham..... | Harold W. Stoke |

NEW JERSEY

| | |
|--|---------------------------------|
| Brothers College, Drew University, Madison..... | Arlo A. Brown |
| College of St. Elizabeth, Convent Station..... | Sister Marie José Byrne |
| Georgian Court College, Lakewood..... | Mother Mary John |
| New Jersey College for Women, Rutgers University, New Brunswick..... | Margaret T. Corwin, <i>Dean</i> |
| Princeton University, Princeton..... | Harold W. Dodds |
| Rutgers University, New Brunswick..... | Robert C. Clothier |
| St. Peter's College, Jersey City..... | Vincent J. Hart |
| Seton Hall College, South Orange..... | James F. Kelley |
| University of Newark, Newark..... | George H. Black |
| Upsala College, East Orange..... | Evald B. Lawson |

NEW MEXICO

| | |
|--|--------------------------------|
| University of New Mexico, Albuquerque..... | Tom. L. Popejoy, <i>Acting</i> |
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NEW YORK

| | |
|--|---------------------------------------|
| Adelphi College, Garden City..... | Paul D. Eddy |
| Alfred University, Alfred..... | J. Nelson Norwood |
| Bard College, Annandale-on-Hudson..... | Charles Harold Gray |
| Barnard College, Columbia University, New York..... | Virginia C. Gildersleeve, <i>Dean</i> |
| Brooklyn College, Brooklyn..... | Harry David Gideonse |
| Canisius College, Buffalo..... | Timothy J. Coughlin |
| Clarkson College of Technology, Potsdam..... | John A. Ross, Jr. |
| Colgate University, Hamilton..... | Everett Needham Case |
| College of the City of New York, New York..... | Harry N. Wright |
| College of Mount St. Vincent, New York..... | Sister Catherine Marie, <i>Dean</i> |
| College of New Rochelle, New Rochelle..... | M. Thomas Aquinas, <i>Dean</i> |
| College of St. Rose, Albany..... | Sister Rose of Lima, <i>Dean</i> |
| Columbia College, Columbia University, New York..... | Harry J. Carman, <i>Dean</i> |
| Cornell University, Ithaca..... | Robert M. Ogden, <i>Dean</i> |
| D'Youville College, Buffalo..... | Sister Grace of the Sacred Heart |
| Elmira College, Elmira..... | Wm. S. A. Pott |

| | |
|--|---------------------------------------|
| Fordham University, New York | Robert I. Gannon |
| Good Counsel College, White Plains | Mother M. Aloysia |
| Hamilton College, Clinton | F. B. Budd, <i>Acting</i> |
| Hartwick College, Oneonta | Henry J. Arnold |
| Hobart College, Geneva | John Milton Potter |
| Hofstra College, Hempstead | J. C. Adams |
| Houghton College, Houghton | Stephen W. Paine |
| Hunter College, New York | George N. Shuster |
| Keuka College, Keuka Park | Henry E. Allen |
| Manhattan College, New York | Brother Bonaventure Thomas |
| Manhattanville College of the Sacred Heart, New York | Mother Ursula Benziger, <i>Acting</i> |
| Marymount College, Tarrytown-on-Hudson | Mother M. Gerard |
| Nazareth College, Rochester | Sister Teresa Marie, <i>Dean</i> |
| New York University, New York | Harry Woodburn Chase |
| Niagara University, Niagara Falls | Joseph M. Noonan |
| Notre Dame College of Staten Island, Grymes Hill | Mother St. Egbert |
| Polytechnic Institute of Brooklyn, Brooklyn | Harry S. Rogers |
| Queens College, Flushing | Paul Klapper |
| Russell Sage College, Troy | Helen M. McKinstry |
| Saint Bonaventure College, Saint Bonaventure | Thomas Plassman |
| St. Francis College, Brooklyn | Brother Columba |
| St. John's University, Brooklyn | William J. Mahoney |
| St. Joseph's College for Women, Brooklyn | William T. Dillon, <i>Dean</i> |
| St. Lawrence University, Canton | H. E. Speight, <i>Acting</i> |
| Sarah Lawrence College, Bronxville | Constance Warren |
| Siena College, Loudonville | Mark Kennedy |
| Skidmore College, Saratoga Springs | Henry T. Moore |
| Syracuse University, Syracuse | William P. Tolley |
| Union College, Schenectady | B. P. Whitaker, <i>Acting</i> |
| United States Military Academy, West Point | Francis B. Wilby |
| University of Buffalo, Buffalo | Samuel P. Capen |
| University of Rochester, Rochester | Alan C. Valentine |
| Vassar College, Poughkeepsie | Henry N. MacCracken |
| Wagner College, Staten Island | Clarence C. Stoughton |
| Wells College, Aurora | William E. Weld |
| Yeshiva College, New York | Samuel Belkin |

NORTH CAROLINA

| | |
|--|---------------------|
| Agricultural and Technical College, Greensboro | F. D. Bluford |
| Bennett College, Greensboro | David D. Jones |
| Catawba College, Salisbury | Alvin Robert Keppel |
| Davidson College, Davidson | John R. Cunningham |
| Duke University, Durham | Robert L. Flowers |
| Elon College, Elon College | L. E. Smith |
| Flora Macdonald College, Red Springs | Henry G. Bedinger |
| Greensboro College, Greensboro | Luther L. Gobbel |

| | |
|---|---------------------|
| Guilford College, Guilford College..... | Clyde A. Milner |
| High Point College, High Point..... | Gideon I. Humphreys |
| Johnson C. Smith University, Charlotte..... | H. L. McCrorey |
| Lenoir Rhyne College, Hickory..... | P. E. Monroe |
| Livingstone College, Salisbury..... | W. J. Trent |
| Meredith College, Raleigh..... | Carlyle Campbell |
| North Carolina College for Negroes, Durham..... | James E. Shepard |
| Queens College, Charlotte..... | Hunter B. Blakely |
| Salem College, Winston-Salem..... | H. E. Rondthaler |
| Shaw University, Raleigh..... | Robert P. Daniel |
| University of North Carolina, Chapel Hill..... | Frank P. Graham |
| Wake Forest College, Wake Forest..... | Thurman D. Kitchin |

NORTH DAKOTA

| | |
|-----------------------------------|--------------|
| Jamestown College, Jamestown..... | B. H. Kroeze |
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OHIO

| | |
|--|----------------------------------|
| Antioch College, Yellow Springs..... | A. D. Henderson |
| Ashland College, Ashland..... | Edward G. Mason |
| Baldwin-Wallace College, Berea..... | Louis C. Wright |
| Bluffton College, Bluffton..... | Lloyd L. Ramseyer |
| Bowling Green State University, Bowling Green..... | Frank J. Prout |
| Capital University, Columbus..... | Otto Mees |
| College of Mount St. Joseph, Mount St. Joseph..... | Sister Maria Corona, <i>Dean</i> |
| College of Wooster, Wooster..... | Harold F. Lowry |
| Defiance College, Defiance..... | Harold Dana Hopkins |
| Denison University, Granville..... | Kenneth I. Brown |
| Fenn College, Cleveland..... | C. V. Thomas |
| Findlay College, Findlay..... | C. A. Morey, <i>Acting</i> |
| Heidelberg College, Tiffin..... | Clarence E. Josephson |
| Hiram College, Hiram..... | Paul H. Fall |
| John Carroll University, Cleveland..... | Thomas J. Donnelly |
| Kent State University, Kent..... | Geo. A. Bowman |
| Kenyon College, Gambier..... | Gordon Keith Chalmers |
| Lake Erie College, Painesville..... | Helen D. Bragdon |
| Marietta College, Marietta..... | Draper T. Schoonover |
| Mary Manse College, Toledo..... | Sister M. Catherine Raynor |
| Mount Union College, Alliance..... | Charles B. Ketcham |
| Muskingum College, New Concord..... | Robert N. Montgomery |
| Notre Dame College, South Euclid..... | Mother Mary Vera Niess |
| Oberlin College, Oberlin..... | Ernest H. Wilkins |
| Ohio Northern University, Ada..... | Robert O. McClure |
| Ohio State University, Columbus..... | H. L. Bevis |
| Ohio University, Athens..... | John C. Baker |
| Ohio Wesleyan University, Delaware..... | Herbert J. Burgstahler |
| Otterbein College, Westerville..... | J. Ruskin Howe |
| St. Mary of the Springs College, Columbus..... | Sister Mary Aloysie |

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|---------------------------------------|-----------------------------|
| University of Akron, Akron | H. E. Simmons |
| University of Cincinnati, Cincinnati | Raymond Walters |
| University of Toledo, Toledo | Philip C. Nash |
| Ursuline College, Cleveland | Mother Marie |
| Western College, Oxford | Mrs. Alexander Thomson, Sr. |
| Western Reserve University, Cleveland | W. G. Leutner |
| Wilberforce University, Wilberforce | Charles H. Wesley |
| Wilmington College, Wilmington | S. A. Watson |
| Wittenberg College, Springfield | Rees E. Tulloss |
| Xavier University, Cincinnati | C. J. Steiner |
| Youngstown College, Youngstown | Howard W. Jones |

OKLAHOMA

| | |
|--|------------------|
| Bethany-Peniel College, Bethany | S. T. Ludwig |
| Oklahoma Agricultural and Mechanical College, Stillwater | |
| Oklahoma City University, Oklahoma City | C. Q. Smith |
| Phillips University, Enid | Eugene S. Briggs |
| University of Oklahoma, Norman | Geo. L. Cross |
| University of Tulsa, Tulsa | C. I. Pontius |

OREGON

| | |
|-----------------------------------|--------------------------------|
| Lewis and Clark College, Portland | Morgan S. Odell |
| Linfield College, McMinnville | Harry L. Dillin |
| Pacific University, Forest Grove | Walter C. Giersbach |
| Reed College, Portland | Arthur F. Scott, <i>Acting</i> |
| University of Portland, Portland | Charles C. Miltner |
| Willamette University, Salem | G. Herbert Smith |

PENNSYLVANIA

| | |
|--|-----------------------------|
| Albright College, Reading | Harry V. Masters |
| Allegheny College, Meadville | J. Richie Schultz |
| Beaver College, Jenkintown | Raymon M. Kistler |
| Bucknell University, Lewisburg | A. C. Marts |
| Cedar Crest College for Women, Allentown | Dale H. Moore |
| College Misericordia, Dallas | Sister Mary Pierre Desmond |
| College of Chestnut Hill, Chestnut Hill | Sister Maria Kostka |
| Dickinson College, Carlisle | C. W. Prettyman |
| Drexel Institute of Technology, Philadelphia | R. C. Disque, <i>Acting</i> |
| Duquesne University, Pittsburgh | Raymond V. Kirk |
| Elizabethtown College, Elizabethtown | A. C. Baugher |
| Franklin and Marshall College, Lancaster | Theodore A. Distler |
| Geneva College, Beaver Falls | McLeod M. Pearce |
| Gettysburg College, Gettysburg | Henry W. A. Hanson |
| Grove City College, Grove City | Weir C. Ketler |
| Haverford College, Haverford | Felix Morley |
| Immaculata College, Immaculata | Francis J. Furey |
| Juniata College, Huntingdon | Calvert N. Ellis |

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| Lafayette College, Easton | William Mather Lewis |
| La Salle College, Philadelphia | Brother Emilian |
| Lebanon Valley College, Annville | Clyde A. Lynch |
| Lehigh University, Bethlehem | P. M. Palmer, <i>Acting</i> |
| Lincoln University, Lincoln University | Walter L. Wright |
| Marywood College, Scranton | Sister M. Sylvia |
| Mercyhurst College, Erie | Sister M. Borgia Egan, <i>Dean</i> |
| Moravian College, Bethlehem | Raymond S. Haupert |
| Moravian College for Women, Bethlehem | Edwin J. Heath |
| Mount Mercy College, Pittsburgh | Mother M. Irenaeus |
| Muhlenberg College, Allentown | Levering Tyson |
| Pennsylvania College for Women, Pittsburgh | Herbert L. Spencer |
| Pennsylvania State College, State College | R. D. Hetzel |
| Rosemont College, Rosemont | Mother Mary Cleophas |
| St. Francis College, Loretto | John P. Sullivan |
| St. Joseph's College, Philadelphia | John J. Long |
| St. Vincent College, Latrobe | Alfred Koch |
| Seton Hill College, Greensburg | James A. W. Reeves |
| Susquehanna University, Selinsgrove | G. Morris Smith |
| Swarthmore College, Swarthmore | John W. Nason |
| Temple University, Philadelphia | Robert L. Johnson |
| Thiel College, Greenville | William F. Zimmerman |
| University of Pennsylvania, Philadelphia | George W. McClelland |
| University of Pittsburgh, Pittsburgh | John G. Bowman |
| University of Scranton, Scranton | W. Coleman Nevils |
| Ursinus College, Collegeville | Norman E. McClure |
| Villa Maria College, Erie | Sister Mary Stella |
| Villanova College, Villanova | Francis X. N. McGuire |
| Washington and Jefferson College, Washington | Ralph C. Hutchison |
| Waynesburg College, Waynesburg | Paul R. Stewart |
| Westminster College, New Wilmington | Robert F. Galbreath |
| Wilson College, Chambersburg | Paul Swain Havens |

PUERTO RICO

| | |
|--|------------------|
| Polytechnic Institute of Puerto Rico, San German | Jarvis S. Morris |
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RHODE ISLAND

| | |
|--|-----------------------------------|
| Brown University, Providence | Henry M. Wriston |
| Pembroke College, Brown University, Providence | Margaret S. Morriess, <i>Dean</i> |
| Providence College, Providence | Frederick C. Foley |
| Rhode Island State College, Kingston | Carl R. Woodward |

SOUTH CAROLINA

| | |
|-----------------------------------|--------------------------------|
| Coker College, Hartsville | Donald C. Agnew |
| College of Charleston, Charleston | George D. Grice, <i>Acting</i> |
| Columbia College, Columbia | J. Caldwell Guilds |
| Converse College, Spartanburg | Edward M. Gwathmey |

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|---|-------------------|
| Erskine College, Due West | Robert C. Grier |
| Furman University, Greenville | John L. Plyler |
| Lander College, Greenwood | John Marvin Rast |
| Limestone College, Gaffney | R. C. Granberry |
| Newberry College, Newberry | James C. Kinard |
| Presbyterian College, Clinton | Marshall Brown |
| State Agricultural and Mechanical College, Orangeburg | M. F. Whittaker |
| The Citadel, Charleston | C. P. Summerville |
| Winthrop College, Rock Hill | Henry R. Sims |
| Wofford College, Spartanburg | Walter K. Greene |

SOUTH DAKOTA

| | |
|--------------------------------------|--------------------------------|
| Augustana College, Sioux Falls | Lawrence M. Stavig |
| Dakota Wesleyan University, Mitchell | Joseph H. Edge |
| Huron College, Huron | George F. McDougall |
| Yankton College, Yankton | William C. Lang, <i>Acting</i> |

TENNESSEE

| | |
|--|---------------------|
| Cumberland University, Lebanon | Laban L. Rice |
| Fisk University, Nashville | Thomas E. Jones |
| King College, Bristol | R. T. L. Liston |
| Knoxville College, Knoxville | William L. Imes |
| Lane College, Jackson | J. F. Lane |
| Lincoln Memorial University, Harrogate | S. W. McClelland |
| Maryville College, Maryville | Ralph W. Lloyd |
| Milligan College, Milligan | Virgil L. Elliott |
| Southwestern, Memphis | Charles E. Diehl |
| Tennessee College, Murfreesboro | John B. Clark |
| Tusculum College, Greeneville | John McSween |
| Union University, Jackson | John J. Hurt |
| University of Chattanooga, Chattanooga | David A. Lockmiller |
| University of the South, Sewanee | Alexander Guerry |
| University of Tennessee, Knoxville | James D. Hoskins |
| Vanderbilt University, Nashville | O. C. Carmichael |

TEXAS

| | |
|---|---------------------------------|
| Abilene Christian College, Abilene | Don H. Morris |
| Austin College, Sherman | W. B. Guerrant |
| Baylor University, Waco | Pat M. Neff |
| Hardin-Simmons University, Abilene | R. N. Richardson, <i>Acting</i> |
| Howard Payne College, Brownwood | Thomas H. Taylor |
| Incarnate Word College, San Antonio | Sister M. Columkillie |
| Mary Hardin-Baylor College, Belton | Gordon G. Singleton |
| McMurry College, Abilene | Harold G. Cooke |
| Our Lady of the Lake College, San Antonio | John LaSalle McMahon |
| Rice Institute, Houston | E. O. Lovett |
| St. Edward's University, Austin | Wm. M. Robinson |

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|---|------------------------------|
| St. Mary's University of San Antonio, San Antonio | Walter F. Golatka |
| Southern Methodist University, Dallas | Umphrey Lee |
| Southwestern University, Georgetown | J. N. B. Score |
| Texas Christian University, Fort Worth | M. E. Sadler |
| Texas College, Tyler | D. R. Glass |
| Texas College of Arts and Industries, Kingsville | Edward Newton Jones |
| Texas College of Mines and Metallurgy, El Paso | D. M. Wiggins |
| Texas State College for Women, Denton | L. H. Hubbard |
| Texas Technological College, Lubbock | Wm. M. Whyburn |
| Texas Wesleyan College, Fort Worth | Law Sone |
| Trinity University, San Antonio | Monroe G. Everett |
| University of Texas, Austin | T. S. Painter, <i>Acting</i> |
| Wiley College, Marshall | Egbert C. Mcleod |

UTAH

| | |
|------------------------------------|-----------------|
| Brigham Young University, Provo | F. S. Harris |
| University of Utah, Salt Lake City | LeRoy E. Cowles |

VERMONT

| | |
|-----------------------------------|---------------------|
| Bennington College, Bennington | Lewis Webster Jones |
| Middlebury College, Middlebury | Samuel S. Stratton |
| St. Michael's College, Winooski | James H. Petty |
| University of Vermont, Burlington | John S. Millis |
| Norwich University, Northfield | Homer L. Dodge |

VIRGINIA

| | |
|---|--------------------------|
| Bridgewater College, Bridgewater | Paul H. Bowman |
| College of William and Mary, Williamsburg | John E. Pomfret |
| Emory and Henry College, Emory | Foye G. Gibson |
| Hampden-Sydney College, Hampden-Sydney | Edgar Graham Gammon |
| Hampton Institute, Hampton | Ralph Parkhurst Bridgman |
| Hollins College, Hollins | Bessie C. Randolph |
| Lynchburg College, Lynchburg | R. B. Montgomery |
| Madison College, Harrisonburg | Samuel P. Duke |
| Mary Baldwin College, Staunton | L. Wilson Jarman |
| Mary Washington College, Fredericksburg | M. L. Combs |
| Randolph-Macon College, Ashland | J. Earl Moreland |
| Randolph-Macon Woman's College, Lynchburg | Theodore H. Jack |
| Roanoke College, Salem | Charles J. Smith |
| Sweet Briar College, Sweet Briar | Meta Glass |
| University of Richmond, Richmond | F. W. Boatwright |
| University of Virginia, Charlottesville | John L. Newcomb |
| Virginia Military Institute, Lexington | Charles E. Kilbourne |
| Virginia Polytechnic Institute, Blacksburg | Julian A. Burruss |
| Virginia State College for Negroes, Ettrick | L. H. Foster |
| Virginia Union University, Richmond | J. Marcus Ellison |
| Washington and Lee University, Lexington | Francis P. Gaines |

WASHINGTON

| | |
|---------------------------------------|--------------------------|
| College of Puget Sound, Tacoma..... | Robert Franklin Thompson |
| Gonzaga University, Spokane..... | Francis J. Altman |
| Seattle College, Seattle..... | Francis E. Corkery |
| Seattle Pacific College, Seattle..... | C. Hoyt Watson |
| Whitman College, Walla Walla..... | Winslow S. Anderson |
| Whitworth College, Spokane..... | Frank F. Warren |

WEST VIRGINIA

| | |
|---|---------------------|
| Bethany College, Bethany..... | W. H. Cramblet |
| Davis and Elkins College, Elkins..... | Raymond B. Purdum |
| Marshall College, Huntington..... | John Davis Williams |
| Salem College, Salem..... | S. O. Bond |
| West Virginia State College, Institute..... | John W. Davis |
| West Virginia University, Morgantown..... | Charles E. Lawall |
| West Virginia Wesleyan College, Buckhannon..... | Joseph W. Broyles |

WISCONSIN

| | |
|--|------------------------------------|
| Beloit College, Beloit..... | Carey Croneis |
| Carroll College, Waukesha..... | G. T. Vander Lugt |
| Lawrence College, Appleton..... | Nathan M. Pusey |
| Milton College, Milton..... | Carroll L. Hill |
| Milwaukee-Downer College, Milwaukee..... | Lucia R. Briggs |
| Mount Mary College, Milwaukee..... | Sister Mary Dominic, <i>Acting</i> |
| Northland College, Ashland..... | John A. Reulig |
| Ripon College, Ripon..... | Carl G. Kuebler |
| University of Wisconsin, Madison..... | Mark H. Ingraham, <i>Dean</i> |

CANADA

| | |
|---|-------------------|
| Acadia University, Wolfville, Nova Scotia..... | F. W. Patterson |
| Mount Allison University, Sackville, New Brunswick..... | George J. Trueman |
| University of Western Ontario, London, Ontario..... | W. Sherwood Fox |

HONORARY MEMBERS

| | |
|--|--|
| American Association for the Advancement of Science | |
| American Association of University Professors | |
| American Association of University Women | |
| American Council of Learned Societies | |
| American Council on Education | |
| Carnegie Corporation | |
| Carnegie Foundation for the Advancement of Teaching | |
| Council of Church Boards of Education and its constituent Boards | |
| General Education Board | |
| Institute of International Education | |
| Jesuit Educational Association | |
| National Catholic Educational Association | |
| Social Science Research Council | |
| Southern Education Foundation | |
| United Chapters of Phi Beta Kappa | |
| United States Office of Education | |

CONSTITUTION OF THE ASSOCIATION OF AMERICAN COLLEGES, INCORPORATED

ARTICLE I

PURPOSE

The purpose of the Association shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

ARTICLE II

The name of this Association shall be the "Association of American Colleges, Incorporated."

ARTICLE III

MEMBERSHIP

SECTION 1. The membership of the Association shall be composed of those colleges of liberal arts and sciences which may be duly elected to membership in the Association after recommendation by the Board of Directors.

SECTION 2. Honorary Membership.—The general secretaries of church boards of education and officials of educational foundations and other cooperating agencies may be elected to honorary membership.

ARTICLE IV

REPRESENTATION

Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution and the representatives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized

as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

ARTICLE V

FIELD OF OPERATION

SECTION 1. The territory in which the operations of the Association are principally to be conducted is the United States.

ARTICLE VI

OFFICERS

SECTION 1. The Association shall elect from its membership the following:

1. President
2. Vice-President
3. Executive Director
4. Treasurer

SECTION 2. The Executive Director shall be the executive officer of the Association and shall serve until his successor is duly elected. The other officers shall serve for one year or until their successors are duly elected. Election of officers shall be by ballot.

SECTION 3. The duties of the respective officers shall be those usually connected with said offices.

ARTICLE VII

BOARD OF DIRECTORS

SECTION 1. The Board of Directors shall consist of eight members, four of whom shall be elected by ballot by the Association, and the other four shall consist of the officers of the Association.

SECTION 2. The President of the Association shall be *ex officio* chairman of the Board of Directors.

SECTION 3. Except as provided by statute and as directed by the members of the Association, and subject to the Constitution and By-Laws, the Board of Directors shall have power to man-

age, operate and direct the affairs of the Association and fill all vacancies.

ARTICLE VIII

QUORUM

Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

ARTICLE IX

BY-LAWS

The Association may enact By-Laws for its own government, not inconsistent with the provisions hereof and the certificate of incorporation.

ARTICLE X

AMENDMENTS

Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two seconds. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two thirds of the members then present.

BY-LAWS

1. Applications for membership shall be made to the Board of Directors, which shall, after investigation of the standing of the institution, recommend to the Association.
2. The annual dues shall be fifty dollars (\$50.00) per member. Non-payment of dues for two successive years shall cause forfeiture of membership.
3. At least one meeting of the Association shall be held in the month of January of each calendar year. Special meetings may be called by the Board of Directors, provided that four-weeks' notice in writing be given each institution connected with the Association.
4. The place of the annual meeting of the Association shall be determined each year by the Board of Directors.

5. All expenditure of funds of the Association shall be authorized by resolution of the Association, or subject to later approval by the Association, by the Board of Directors.
6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.
7. There shall be within the Association a permanent commission to be known as the "National Commission on Christian Higher Education." This Commission shall have such autonomy as may be necessary in order to represent the interests of church-related colleges in general and to carry on a program of promoting spiritual values in higher education. The Commission is to operate under rules mutually agreed to by the Commission and the Board of Directors.
8. The Executive Director shall mail three copies of all official bulletins to all institutions which are members of the Association. Additional copies, either for the institution or for any officer or faculty member, may be had at a special rate.
9. These By-Laws may be amended at any business session of the Association by two thirds vote, provided that notice of the proposed amendment has been presented at a previous session.

POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and inter-helpfulness rather than of exclusiveness*.

FORMER PRESIDENTS

1915 President Robert L. Kelly, Earlham College; *Constitution adopted*
1915-16 President Robert L. Kelly, Earlham College
1916-17 President Henry Churchill King,* Oberlin College
1917-18 President John S. Nollen, Lake Forest College
President Hill M. Bell,* Drake University, *Vice-President, presiding*
1918-19 President Donald J. Cowling, Carleton College
1919-20 President William A. Shanklin,* Wesleyan University
1920-21 President Frederick C. Ferry, Hamilton College
1921-22 President Clark W. Chamberlain, Denison University
1922-23 President Charles A. Richmond,* Union College
President Samuel Plantz,* Lawrence College, *Vice-President presiding*
1923-24 President Harry M. Gage, Coe College
1924-25 Chancellor J. H. Kirkland,* Vanderbilt University
1925-26 President Frank Aydelotte, Swarthmore College
1926-27 Dean John R. Effinger,* University of Michigan
1927-28 President Lucia R. Briggs, Milwaukee-Downer College
1928-29 President Trevor Arnett, General Education Board
1929-30 President Guy E. Snavely, Birmingham-Southern College
1930-31 Dean Luther P. Eisenhart, Princeton University
1931-32 President Ernest H. Wilkins, Oberlin College
1932-33 President Irving Maurer,* Beloit College
1933-34 President Edmund D. Soper, Ohio Wesleyan University
1934-35 President William Mather Lewis, Lafayette College
1935-36 President Henry M. Wriston, Lawrence College
1936-37 President James R. McCain, Agnes Scott College
1937-38 President James L. McConaughy, Wesleyan University
1938-39 President John L. Seaton, Albion College
1939-40 President Meta Glass, Sweet Briar College
1940-41 President Edward V. Stanford, Villanova College
1941-42 President Remsen D. Bird, Occidental College
1942-43 President Charles E. Diehl, Southwestern
1943-44 Chancellor William P. Tolley, Syracuse University
1944-45 President Francis P. Gaines, Washington and Lee University

* Deceased.

NATIONAL COMMISSION ON CHRISTIAN HIGHER EDUCATION REVIEWS ITS FIRST YEAR

MEMBERSHIP

This completes the first year of the National Commission on Christian Higher Education, but marks the eleventh year of the organized fellowship of the church-related colleges in a conference. The influence of that fellowship continues to grow. During 1944 the membership reached 425, of which 325 are Protestant and 100 are Catholic. Of the total, 33 are junior colleges. The member colleges are located in 41 states, the District of Columbia, Puerto Rico and Canada. No colleges are counted or continued which have not paid their dues. Two colleges were dropped for non-payment of dues and two colleges reported that they were not considered church-related any longer. The number of new colleges admitted as members by the Commission was 30.

SOME ACTIVITIES OF THE EXECUTIVE SECRETARY

Although only about one-fourth of his time can be devoted to the work of the Commission, the Executive Secretary reports visits to ten colleges, delivering formal addresses at six. In addition, he delivered addresses at the Indiana Council on Religion in Higher Education, at the Nebraska and Texas Councils of Church-Related Colleges, and set up the West Central Regional Conference of Church-Related Colleges meeting at Omaha. He represented the Commission and the Association in a presentation before the Senate Military Affairs Committee and an Advisory Committee organized by the Defense Plant Corporation, in both instances in the interest of the distribution of war material to church-related colleges on a comparable basis with the tax-supported institutions. He was frequently in touch with the office of and attended the sessions of the annual meeting of the American Council on Education, and conferred with Congressmen and with officials of the Treasury Department on the Simplified Income Tax Bill. Direct contact with officials of the Selective Service System, counseling with them in regard to the preparation of a regulation bearing on the deferment of students preparing for the ministry but not yet in a theological seminary,

was instrumental in saving thousands of students in our colleges and universities. He prepared six issues of the news bulletin, *College and Church*, prepared several letters which were directed to all church-related colleges giving information on matters of vital interest. In appreciation of this type of service, that is, in keeping the colleges informed promptly on vital matters, one president wrote, "You will never know how much the administrators in our church-related colleges appreciate the wonderful service you are rendering to the cause of Christian Education."

PROJECTS OF THE COMMISSION

During the year the Commission worked primarily on three projects: First, mailing to the membership, free of charge, pamphlets and booklets of special significance; second, plans for the preparation and printing of a book covering the general subject of Christianity and the Liberal Arts College; and third, preparation of a program for the visit of a religious leader to a college or university. The pamphlets mailed to the membership included: A National Study of Enrolments in Church-Related Colleges and Universities; Public Relations in Small Colleges; The Christian College in the Post-War World, by President W. K. Greene of Wofford College; Aufricht's Bibliography on War, Peace and Reconstruction; Religious Values and the Democratic Faith; List of Outstanding Religious Books (by the American Library Association); Christian Messages to the Peoples of the World; and several pages of material on both sides of the Conscription in Peace Time problem.

The objectives which a religious leader who visits a college or university will have include the following: To get a picture of the whole program for religious education; to evaluate the work being done to produce more religiously-intelligent students; to ascertain what is being done to care for the deficiencies of the religiously-backward students, and to offer special opportunities to superior students; to learn what is being done to encourage Christian activities, such as devotions, readings, attendance at church services, Holy Communion, and charitable services, both on and off the campus; to ascertain what is being done to build a firm foundation of religious life for Christian lay-leadership in after-college life; to ascertain what preparation is being given for

marriage and home-making; and to ascertain what opportunities there are for religious counseling.

More than a hundred colleges indicated interest in this project. Several colleges were visited during 1944, but the program will be more fully developed in 1945. During the two-day visit, the religious leader will have interviews with the president, the dean, the chaplain and other leaders; he will address the whole faculty, and also members of the board of directors; and he will observe classes in such subjects as may be possible and will study the various religious activities.

COMPULSORY PEACETIME MILITARY TRAINING

This subject was given careful thought at the August meeting of the Commission and a resolution was passed which received extensive notice throughout the country, in both religious and educational journals, as well as in governmental circles. At the Atlantic City meeting this resolution was unanimously passed:

WHEREAS, the Selective Service Act is adequate to provide trained manpower during the present emergency; and

WHEREAS, the shape of our foreign policy and future military needs is still indefinite; and

WHEREAS, there is insufficient evidence that the proposed plan of a year of compulsory military training is the only satisfactory method of achieving the end of preparedness; therefore be it

Resolved, That the Commission on Christian Higher Education of the Association of American Colleges urges that Congress postpone decision on the matter of compulsory peacetime military training until the war is over and the shape of the peace is clear; and

That in the meantime, Congress create a Commission broadly representative of education, religion, industry, the Army, the Navy, and others, to study the best ways in which national security can be achieved without injury to democratic ideals, and to report back to Congress.

Secretary Wickey called upon the church-related colleges to assume a leadership in assisting communities throughout the nation to become more intelligent on the subject. He said, "If the 761 church-related colleges were to organize discussion groups on their own campuses, and then multiply these groups within radii of fifty miles and more, for objective and constructive dis-

euision and study of the subject, the effect would be far-reaching and significant."

OFFICERS FOR 1945

The officers for 1945 elected at the Atlantic City meeting were: *Chairman*, Irwin J. Lubbers, President, Central College, Pella, Iowa; *Vice-Chairman*, Carter Davidson, President, Knox College, Galesburg, Illinois; and *Executive Secretary-Treasurer*, Gould Wickey, 744 Jackson Place, N.W., Washington 6, D. C. Additional Members of the Executive Committee include: Edward V. Stanford, President, Augustinian College, Washington 17, D. C., and E. Fay Campbell, Secretary, Division of Higher Education, Board of Christian Education, Presbyterian Church, U.S.A., Philadelphia 7, Pa.

New members of the Commission elected at Atlantic City for the term expiring January, 1948, include, besides Dr. Campbell, noted above, Thomas S. Bowdern, President, Creighton University, Omaha 2, Nebraska; John L. Davis, Executive Secretary, Board of Higher Education, Disciples of Christ, Indianapolis 7, Indiana; Donald Faulkner, Director, Department of Schools, Colleges, Seminaries, Board of Education, Northern Baptist Convention, New York 16, N. Y.; and William P. Tolley, Chancellor, Syracuse University, Syracuse 10, N. Y.

EDITORIAL NOTES

THE FINANCE OF HIGHER EDUCATION by Professor John Dale Russell of the University of Chicago, is a very important addition to the literature on college administration. It deals with the problems of business and financial affairs in colleges and universities, and presents solutions to these problems. "In preparing this work, the author has drawn not only on the published literature pertaining to problems of finance and business administration but also on his own experience in surveying upwards of two hundred educational institutions." The author treats fully and effectively such problems as financial support, financial promotion, the management of endowment funds, management of auxiliary activities, aid to students, in addition to the general problems of accounting, budgets, reports, classification and analyses of expenditures. Helpful is the fine bibliography at the end of each of the 15 chapters. The price of the book is \$3 and is distributed by the University of Chicago Bookstore.

JUNIOR COLLEGE DIRECTORY for 1945 has just been issued by Executive Secretary Walter C. Eells of the American Association of Junior Colleges. It is replete with important data which include an analysis of Junior College Growth, Directory of Junior College Societies and of Junior College Organizations. In the alphabetical list of junior colleges, with an enrollment of 249,788, are listed the administrative heads, the accreditation, affiliation, date of organization and number of students and faculty.

FIFTEEN YEARS' FILE OF THE NEW YORK TIMES, unbound, available to any college or library willing to remove it from the premises of Mr. S. J. Wank, 106 Cabrini Blvd., New York 33, N. Y.

AMONG THE COLLEGES

ALEIGHENY COLLEGE will receive approximately \$300,000 under the terms of the wills of William S. Twining and his wife, Harriet. This is the largest single gift ever made to the college.

BAKER UNIVERSITY will be the recipient of approximately \$20,000 from three wills recently filed in Kansas and Missouri probate courts, according to an announcement by President Nelson P. Horn.

BIRMINGHAM-SOUTHERN COLLEGE announces a gift of \$35,000 to its Sustaining Fund by the Stockham family of Birmingham.

BOSTON COLLEGE announces that the drive to raise \$250,000 for current expenses has been met with complete success.

COLLEGE OF PUGET SOUND has received \$118,650 to build a men's dormitory. The college now has funds in hand to build a new library, a presidential home and a men's dormitory and to landscape the campus.

COLLEGE OF THE PACIFIC announces a bequest of \$50,000 in the will of Mrs. Janet Balch, widow of A. C. Balch, scientist and pioneer developer of electric power facilities in California.

DRAKE UNIVERSITY received from Younker Brothers, Inc., and the Trustees of Younkers Charitable Trust, gifts totaling \$100,000. The trustees of Drake University expect to launch a \$2,375,000 fund-raising campaign to carry out their postwar program. A substantial start has already been made with the Younkers' gifts; \$200,000 from Gardner Cowles Foundation and the Register and Tribune Company jointly; \$100,000 from Mrs. E. T. Meredith; \$150,000 from the late Doctor Clarence Watts; \$112,500 bequeathed by the late R. A. Crawford; and \$300,000 pledged by Disciples of Christ churches.

GOUCHER COLLEGE will receive approximately one-half million dollars under the will of Miss Julia R. Rogers of Baltimore, who died December 22, 1944.

GREENSBORO COLLEGE has been bequeathed \$10,000 by the late M. D. Stockton who had been a member of the board of trustees of the college from 1904 to 1936. Mrs. Stockton was a former student of the college. During his life time, Mr. Stockton established scholarship and loan funds and contributed liberally to the assistance of many students with their college expenses.

HARTWICK COLLEGE announced a bequest of \$50,000 from the estate of Mrs. Minnie White of Cooperstown, who died on December 12, 1944. The fund is designated for general endowment purposes. The will also makes provision for an additional bequest of \$50,000 to the college upon the death of a faithful woman companion of the deceased, who is to receive the income from this trust fund during her lifetime.

IMMACULATE HEART COLLEGE held a one-day Institute on Inter-American Relations on November 11, 1944. Some two thousand persons attended, with speakers from North, Central and South America. The resolutions read at the conclusion of the conference stated that a permanent organization would be established at Immaculate Heart College under the direction of Sister M. Ancilla. Thus it is hoped that with a better understanding of our southern neighbors will come an earlier peace, a more lasting peace and a more Christlike postwar world.

JAMES MILLIKIN UNIVERSITY announces that Mr. and Mrs. Guy N. Seovill recently established a \$500,000 trust for construction at the University. The gift is conditional on the institution's raising in pledges \$300,000 by January 1, 1946.

LIVINGSTONE COLLEGE received at its Founders Day celebration on February 14, 1945, cash contributions totaling \$47,259.87 for its endowment funds from church officials.

MARY HARDIN-BAYLOR COLLEGE celebrated its centennial on January 31-February 2. At the formal academic

exercises on the morning of February 1, messages were brought by Presidents J. Ross McCain of Agnes Scott College, Spright Dowell of Mercer University and Guy E. Snavely. Gordon Singleton has been president of the college for the past eight years.

MERCER UNIVERSITY announces the success of a campaign to raise \$800,000 to match an offer of \$200,000 by the General Education Board of the Rockefeller Foundation, with a total of \$1,200,000 already pledged.

MILLSAPS COLLEGE held its second annual Great Educators Day on February 14 at which the speaker was Executive Director Guy E. Snavely. The first speaker in the series was President Robert M. Hutchins of the University of Chicago.

OXCIDENTAL COLLEGE held its fourth Institute of Economics and Finance on February 28-March 2, 1945. The general topic was Southern California's Economic Problems in Transition from War to Peace. The speakers included a large number of prominent representatives of industry, management, labor, finance, government and the general citizenry. The aim was to improve the regional economic stability and welfare and to aid in solving economic problems that confront Southern California. Several hundred persons were in attendance.

OXCIDENTAL COLLEGE has set up an investment service and endowment plan through the Finance and Investment Committee of the Board of Trustees to aid interested persons in establishing living trusts, administering wills and investing funds.

POLYTECHNIC INSTITUTE OF PUERTO RICO announces a grant of \$20,000 from the Carnegie Corporation of New York. This makes the eighth consecutive annual grant from the Corporation and brings the total to \$175,000. The bulk of this money has been used for the development and expansion of this private institution in a program which resulted in the accreditation of the college by the Middle States Association of Colleges and Secondary Schools.

TEXAS WESLEYAN COLLEGE announces a gift of \$10,000 by Mrs. Dora Roberts, creating the Dora Roberts Endowment

Fund for the assistance of worthy and needy ministerial students.

THE UNITED NEGRO COLLEGE FUND, INCORPORATED, in its first annual campaign raised \$751,812 for the support of Negro colleges and professional schools. The Fund was organized in 1943 for the purpose of conducting annual campaigns to secure funds for the support of Negro institutions. All four-year colleges and professional schools for Negroes, properly accredited by their respective regional or national accrediting agencies, are eligible for membership.

UNIVERSITY OF CHATTANOOGA has just received gifts totaling \$375,000 to be used primarily in the building of a girls' dormitory and for the support of the Industrial Research Institute. Mrs. Henry Pfeiffer of New York, a frequent contributor to church-related colleges, gave \$50,000 of the total for the construction of the dormitory.

UNIVERSITY OF MARYLAND announces that the Glenn L. Martin Corporation is endowing a school of aeronautics at the University. Scholarships are also provided for with the \$1,700,000 gift.

UNIVERSITY OF WICHITA has established a Foundation for Industrial Research through contributions of \$450,000 by local business and industry. Started by voluntary subscriptions of \$100,000 each from Beech Aircraft Corporation and Cessna Aircraft Company, the fund is expected soon to reach the half million mark. The program calls for expenditure of the original fund within the next ten years, thus providing a substantial annual sum which will be used in the main to supplement the present research staff and to improve present laboratory facilities. Applied and pure research will be conducted in aeronautics, engineering, agriculture, chemistry, physics, geology, petroleum and marketing analysis and outlets. Fellowships and scholarships will be established whereby outstanding students may engage in graduate study pertinent to the work of the Foundation. Research on problems submitted to the Foundation will be undertaken for industrial firms at their expense, with all results being turned over to the requesting concern.

NEW COLLEGE PRESIDENTS

American University of Cairo, Cairo, Egypt. John S. Badeau, dean.

College of the Holy Names, Oakland, California. Sister M. Rose Emmanuel.

Dana College, Blair, Nebraska. Richard E. Morton.

De Paul University, Chicago, Illinois. Comerford O'Malley.

Dickinson College, Carlisle, Pennsylvania. Cornelius William Prettyman, acting president.

Morristown Normal and Industrial College, Morristown, Tennessee. Miller Williams Boyd, supervisor of work among Negro employees of TVA.

Ohio University, Athens, Ohio. John C. Baker, assistant dean at Harvard University.

Providence College, Providence, Rhode Island. Frederick C. Foley, assistant dean.

Rensselaer Polytechnic Institute, Troy, New York. Livingston W. Houston, acting president.

Rio Grande College, Rio Grande, Ohio. Floyd W. McDermott, secretary, Ohio Baptist Convention.

St. Joseph's College, Collegeville, Indiana. Henry A. Lucks.

Sioux Falls College, Sioux Falls, South Dakota. Ernest E. Smith, chaplain, U. S. Army.

Southern Illinois Normal University, Carbondale, Illinois. Chester F. Lay, professor, University of Texas, Austin.

University of Dayton, Dayton, Ohio. George J. Renneker, vice-president and registrar.

University of Oregon, Eugene. Harry K. Newburn, dean, State University of Iowa, Iowa City.

University of South Carolina, Columbia. Norman M. Smith, rear admiral, U. S. Navy.

Utah State Agricultural College, Logan. Franklin Stewart Harris, president, Brigham Young University, Provo, Utah.

Waldorf College, Forest City, Iowa. Morton O. Nilssen.

University of Wisconsin, Madison. Edwin B. Fred, dean, College of Agriculture.